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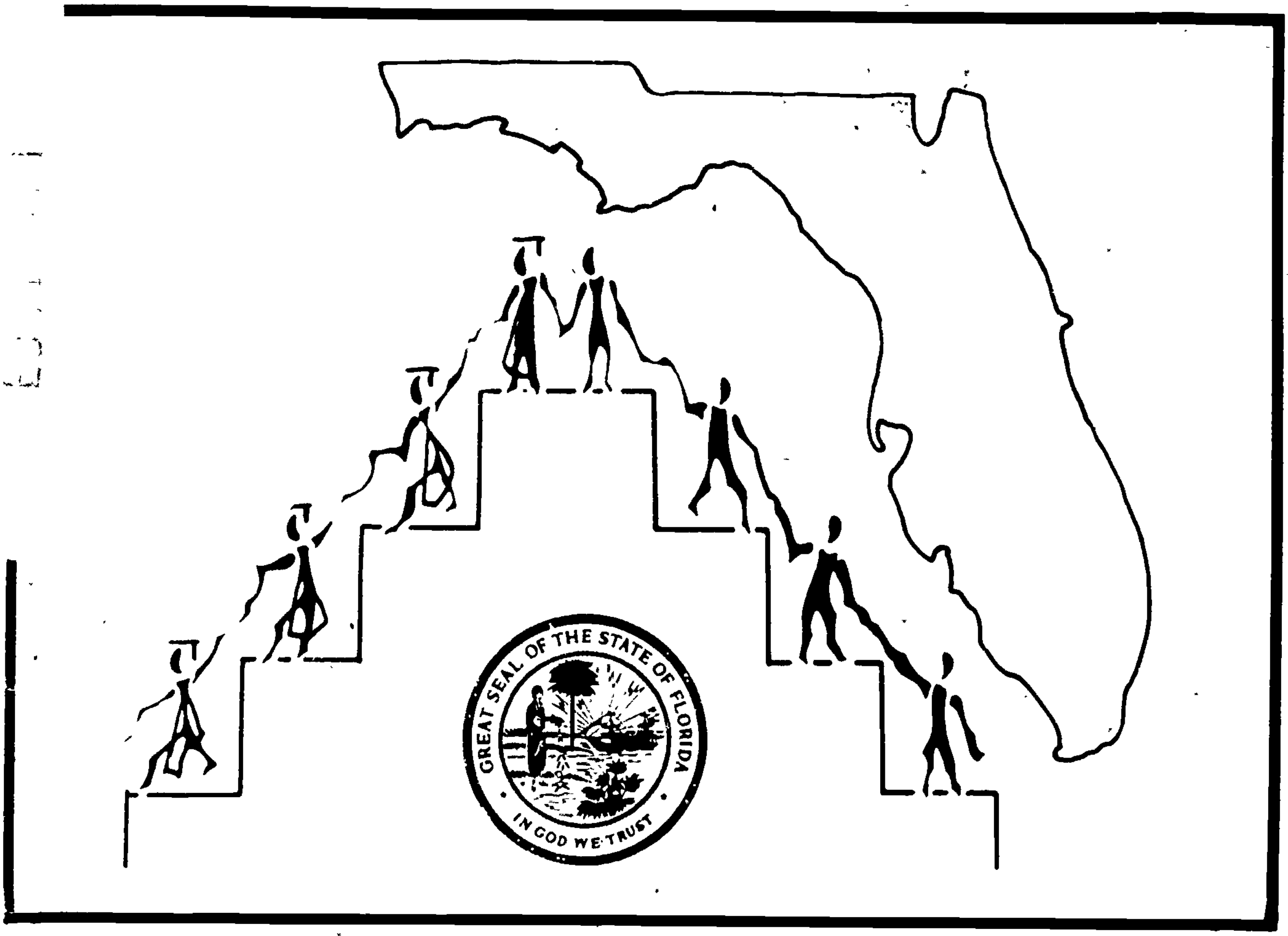
ABSTRACT

The Office of Career Planning and Curriculum Development for the Human Services was established in September 1972 to study the problems associated with manpower utilization and the lack of career mobility within the Florida Department of Health and Rehabilitative Services (HRS). Objectives of the study were: (1) to identify the contributing factors and supplementary problems associated with these areas; and with (2) recruitment; (3) screening; (4) job preparation and training; (5) deployment; and (6) performance evaluation. Approaches were: (1) measurement of work behavior using a variation of the work diary and time log methods of work measurements; and (2) a structured questionnaire that functioned as the basic vehicle for identifying biographical characteristics of the worker and some basic environment information. The results of this job analysis are an empirical data base in the form of a Manpower Management Information System and Human Service Task Bank. (Author/KE)



personnel and staff development planning for the human services

final report
october 1975

PERSONNEL AND STAFF DEVELOPMENT PLANNING

FOR THE HUMAN SERVICES

Volume 1

Final Report of the Florida Board of Regents

Office of Career Planning and Curriculum Development

for the Human Services

October, 1975

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PREFACE

This two volume final report of a three year personnel and staff development research project represents the last phase of a dialogue which began several years ago. The original dialogue took place between human service program educators in the State University System of Florida and the administrators of the Florida Department of Health and Rehabilitative Services. The hallway conversations at several state-wide conferences seemed to flounder on the same question from educators to administrators, "What should be the educational preparation of our graduates and your future employees?". Administrators usually responded with a plea, "Send us your brightest, most creative, skillful, self-starting graduates!". It became apparent that neither the educators nor the administrators could find a common language through which to communicate both curriculum considerations and job performance issues. It also became apparent that personnel administrators and staff development specialists needed to be included in the discussion.

From these modest beginnings a career planning and curriculum project was developed by representatives of the State University System of Florida (Board of Regents), the Florida Department of Health and Rehabilitative Services, and the Florida Department of Administration. The term "career mobility" surfaced as the first term in the search for a common language through which the concerns of educators, administrators, personnel specialists, and staff development specialists could be expressed and understood. Career mobility refers to the process by which human service personnel can advance in and across program units within the Department of Health and Rehabilitative

Services. Such advancement would require the effective coordination of: 1) university and community college human service education programs 2) staff development programs in all human service program areas and 3) personnel policies and procedures in the human service agency (HRS) and in the central personnel agency (DOA).

While career mobility represented a noble concept, it became apparent that many problems stood in the way of operationalizing such a concept. Although university rules, agency rules, and personnel rules represented a large portion of the obstacles, they did not prove to be the major problem. The largest obstacle proved to be the definition of human service work. Rules could be changed if a common base of understanding about human service work could be developed. This challenge was the first item of business for the new Office of Career Planning and Curriculum Development at the Florida Board of Regents in 1972. This volume describes the process and the results of three years of research aimed at defining human service work in order to develop a personnel data system for administrative decision-making and staff development planning. The management tools developed by this project now require field testing and implementation in order to provide workers with realistic opportunities to advance their careers and to improve the efficiency and effectiveness of human service agency administration. The following list of results is a summary of the content found in this volume and other supplemental volumes:

RESULT #1 - Built a common understanding of the problems...

Statewide Career Planning In A Human Service Industry (State University System of Florida, 1973)
- See Appendix G for content outline -

RESULT #2 - Developed a Manpower Management Information System for personnel decision-making...

Personnel And Staff Development Planning In The Human Services - Final Report (State University System of Florida, 1975)
- See this volume for full details -

RESULT #3 - Developed a Human Service Task Bank for job classification, revision and staff training capability...

The Florida Human Service Task Bank (State University System of Florida, 1975)
- See Volume 2 for full details -

RESULT #4 - Developed a training text for new workers entering human service programs as direct service workers...

Delivering Human Services: An Introductory Programmed Text (to be published by Harper and Row, 1976)
- See Appendix H for content outline -

RESULT #5 - Developed a training manual for beginning human service program supervisors responsible for managing and improving the work of direct service workers...

The Human Service Supervisor: A Basic Training Manual (publication pending)
- See Appendix I for content outline -

RESULT #6 - Developed a computerized system for storing and retrieving personnel data in the Manpower Management Information System...

User's Technical Manual For A Computerized Manpower Management Information System (publication pending)

RESULT #7 - Developed major recommendations for changes in the Florida Department of Health and Rehabilitative Services, State University System of Florida, and the Florida Department of Administration...

- See Major Recommendations immediately following this Preface -

* * * * *

The development of the Office of Career Planning and Curriculum Development is the result of six visionaries who recognized the issues and applied their many talents to the building of a staff development research capability at the Florida Board of Regents. Two skillful staff development specialists, Ms. Eulene Hawkins (Atlanta Regional Office of the U. S. Department of Health, Education, and Welfare) and Mrs. Ruth Stanley (Bureau of Staff Development, Florida Division of Family Services) were instrumental in the creation of the Office of Career Planning. Their support and encouragement were very much appreciated throughout the life of the project.

Two former Secretaries of the Florida Department of Health and Rehabilitative Services, Mr. Emmett Roberts and Mr. O. J. Keller, were equally as instrumental in promoting the development of a data base for managing and modifying a large personnel system. On numerous occasions they helped to secure employee participation in the research as well as visibility for the findings.

Two more visionaries, Dr. E. A. (Hank) Giordano and Dr. Travis Northcutt, played significant roles in their capacities as directors of academic planning and continuing education at the Florida Board of Regents. Their supervision and guidance throughout the project were gratefully appreciated.

While these six visionaries clearly saw the immense potential for promoting personnel system change, it took the hard work, dedication, and skills of a talented group of planners and researchers to complete "the impossible". Phil Smith served as project director and guided the staff over difficult terrain. Our career planners, Art Slater and Richard Coane, were the major architects of the Human Service Task Bank. The major designers of the Manpower Management Information System were Lexi Skelding and Hank Patrick. Their extensive thoroughness and commitment are only partially reflected in the pages that follow. Our systems planner, Roy Stockstill, played an important role in the data collection phase and maintained effective liaison with the key personnel administrators throughout the project.

During the final months of the project, the staff endured considerable anxiety over meeting deadlines and locating future employment. I want to take this opportunity to again express my deepest gratitude to those who were able to hold on until the job was completed. Special thanks goes to Lexi Skelding who served as Acting Project Director during the final months of the project. Without her initiative, patience, and sheer genius, this final product would

have been considerably delayed.

In addition to the contribution of a very talented staff, I want to thank our consultants. Special thanks goes to Dr. Robert J. Teare of the University of Georgia, Department of Management, who played a significant role in helping the staff conceptualize various aspects of the research process. He was a constant source of new ideas and encouragement, and we are grateful that such a special person could spend time with us. We are also very appreciative of Dr. Lyle Schoenfeldt of the University of Georgia, Department of Psychology, and Dr. Junior Feild of Auburn University, Department of Management, for their immense help with the statistical analyses and related methodological issues. In a similar fashion, Mr. Earl Billingsley and Mr. Jim Spitler at Florida State University provided invaluable computer programming assistance.

And finally, we are most grateful to the hundreds of human service workers in the Florida Department of Health and Rehabilitative Services whose valuable contribution made this study possible.

Michael J. Austin, Ph.D.
Principal Investigator

Tallahassee, Florida

RECOMMENDATIONS

FROM THE OFFICE OF CAREER PLANNING

TO THE FLORIDA DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES

I. Implement A Comprehensive Personnel And Training System Based On The Findings Of This 3 Year Research Project Including

1. Initiate a task based personnel data system for job redesign and modification of job classifications

2. Acquire operating control of classification and pay for service personnel in the Department

3. Develop capability to revise the entrance examination content used for screening service personnel

4. Develop capability for comprehensive employee counseling services including pre-service, minority affairs, grievance, and pre-retirement

5. Develop new employee performance standards for the evaluation of service personnel

6. Increase liaison with the Department of Administration especially in terms of post-auditing the HRS personnel and training function

II. Implement A Comprehensive Staff Development And Training System

1. Develop a Departmental staff development capability for all staff levels and program areas

2. Establish a capability for instructional media development at the Departmental level

3. Establish liaison capability with higher education (universities, community colleges, and vocational/technical schools) in every region of the State

4. Establish a rotating management internship within the Department to increase the quantity and quality of middle-management talent

5. Establish a cooperative education program with higher education in order to attract high quality entry level personnel

6. Establish a program to rotate senior level personnel for short term experiences into university positions and rotate qualified faculty into senior administrative positions for similar experiences

III. Implement A Comprehensive Personnel Research And Planning System

1. Establish a manpower forecasting capability to anticipate and plan for specialized manpower needs

2. Establish a cost/benefit analysis capability to evaluate manpower utilization patterns and training impact

3. Establish a capability to undertake manpower utilization research within the Department to evaluate such important areas as worker accountability, team delivered services, and organizational communication

4. Establish a capability to contract for needed personnel and staff development research with specialists outside the Department

TO THE STATE UNIVERSITY SYSTEM OF FLORIDA (BOARD OF REGENTS)

I. Implement A Comprehensive Continuing Education Program For Human Service Personnel

1. Seek legislative support and financial authorization to promote tuition waivers for state employees delivering human services

2. Develop the capability in all Florida universities to offer off-campus degrees relevant to the needs of human service workers

3. Establish a full-time capability in the Office of the Vice Chancellor for Academic Affairs to coordinate educational programs relevant to the human services with the Office of the Secretary in the Department of Health and Rehabilitative Services

TO THE FLORIDA DEPARTMENT OF ADMINISTRATION (DOA)

I. Implement A Comprehensive Personnel Management Decentralization Program To Return Personnel Functions To The Department Of Health And Rehabilitative Services While Increasing The Post-Audit Function Of The Department Of Administration

1. Expand the entrance examination validation function to include a collaborative revision of all human service related examinations with the Department of Health and Rehabilitative Services and the State University System of Florida

2. Expand the delivery of in-service management training to all management personnel in the Department of Health and Rehabilitative Services

3. Transfer all personnel classification and pay functions to the Department of Health and Rehabilitative Services with sufficient authorized personnel positions to handle such delegated authority and responsibility

4. Expand the post-audit activities of the Department of Administration, Division of Personnel to monitor the recruitment, screening, training, classification and deployment, and performance evaluation functions of the Department of Health and Rehabilitative Services

I.

STATEMENT OF PROBLEM

A. Background

The Office of Career Planning and Curriculum Development for the Human Services was established in September, 1972 to study the problems associated with manpower utilization and the lack of career mobility existing within the Florida Department of Health and Rehabilitative Services.[1] The general objectives of the three year study were first to identify the contributing factors and any other supplementary problems associated with these areas, and second, to provide the Department of Health and Rehabilitative Services (HRS) with an empirical data base which had capabilities for dealing with the problems.

HRS is Florida's umbrella agency for human service programs, which was given Departmental status by the Florida Legislature in 1969. Many of the Divisions that now comprise the Department were formerly independent state agencies, while others have been newly created.[2] A number of organizational problems have arisen during the past several years as the Department has sought to consolidate a diverse group of line Divisions under the rubric of the

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[1]The Office was established by contract agreement with the Florida Department of Health and Rehabilitative Services and the State University System of Florida, through funding provided by the Division of Family Services.

[2]At the time of this study, HRS included the following line Divisions: Family Services, Health, Retardation, Mental Health, Youth Services, Corrections, Vocational Rehabilitation, Childrens Medical Services, and Aging. In addition to these line Divisions, there were two staff Divisions: Administrative Services and Planning and Evaluation. Since the 1975 Florida Legislature reorganized the Department, this does not represent the current structure.

"umbrella concept". The problems associated with manpower utilization and career mobility were significant among these organizational problems.

B. Summary Of Problems

Analysis of the existing conditions in the areas of personnel management and staff development revealed a number of problems existing throughout the Department. These problems contributed to the lack of career mobility and overall inefficient functioning of the organization. The problems can be subsumed under the six major categories of: Personnel Planning and Classification; Recruitment; Screening; Job Preparation and Training; Deployment; and Performance Evaluation. Specific examples of the problems identified in this investigation are summarized in the following inventory.

1) Personnel Planning and Classification

Since HRS is made up of a number of human service programs, the Department has what essentially amounts to many separate personnel systems. In addition, HRS shares personnel functions with the "central" personnel agency, Department of Administration (DOA) which has the ultimate authority. These two facts contribute to most of the following problems in the area of personnel planning and classification:

(1) Departmentally, there is a large number of job classifications, with more classification distinctions than appear warranted by unique functional job duties.

(2) The existing classification system is rigidly stratified, with barriers between job classes based primarily on acquiring additional (academic) training and education.[1]

(3) When job classifications were categorized into educational levels, it was found that the system was excessively "top heavy" in the number of different classifications for university graduates, with very few different classifications at the high school and associate levels.

(4) Upward mobility is nearly impossible for employees with associate degrees and high school diplomas or less.

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[1]Refers to the educational levels of high school, associate, baccalaureate, and advanced degree.

(5) Job mobility across human service programs is very limited with respect to nearly all job classifications.

(6) Classification often lags behind Departmental needs.

(7) There is a frequent problem of no personnel classification action being initiated until allocations are ultimately approved by the legislature and new programs become operational.

(8) Requests for new position allocations are initiated by supervisors and must be reviewed and approved at almost every level of supervision in the Division (HRS) and ultimately by the DOA as part of a total budget proposal.

(9) Position questionnaires are written to accommodate class specifications or individuals, rather than being based on actual job duties and the worker skills and abilities required to effectively perform these duties.

(10) Training and education requirements are often arbitrarily set, especially during periods of reorganization.

(11) There are potential problems with collective bargaining given the lack of empirical data to support classification and pay differentials.

(12) Finally, there are many problems due to the sharing of personnel planning and classification respo.. ibility between the DOA (central agency) and HRS (operating agency):

a. Problems as seen from the perspective of HRS.

1) DOA makes arbitrary decisions with little opportunity for negotiation.

2) DOA analysts seldom go to the field to review HRS problems.

3) HRS position questionnaires submitted to the DOA as requested are seldom acknowledged and the results are usually not made known to HRS.

4) HRS receives poor response from the DOA regarding requests for new classifications or reclassifications.

5) The DOA position questionnaires are difficult to complete and there is limited help available to assist in their completion.

6) The DOA is too preoccupied with the mandate espoused by its Division of Budgets when dealing with HRS and lacks sufficient understanding of HRS service needs.

b. Problems as seen from the perspective of DOA.

1) HRS tends to misuse the classification and pay plan by using it to solve individual personnel problems.

2) HRS requests for classification changes are made with no thought of the impact to other areas within the same classification.

3) HRS frequently establishes training and education standards to achieve a specific pay grade for an individual.

4) Position questionnaires are inadequately completed which causes longer processing time.

(13) There is a general lack of manpower planning based on organizational needs and a lack of empirical data on work activity.

2) Recruitment

(1) Each Division views recruitment as a Division (versus a Departmental) function; consequently, the recruitment function for the Department is decentralized and inefficient.

(2) In the absence of objective job classification criteria, screening often occurs prior to evaluative testing.

(3) Potential employees are not made aware of the range of Departmental careers.

(4) Current employees have little awareness of the range of careers external to their Division.

3) Screening

(1) Most entrance exams are not related to the actual work that must be performed in HRS jobs and do not measure potential competency with respect to performance in these jobs.

(2) Screening is based on credentials and the aforementioned irrelevant exam scores rather than competency.

(3) There is a problem in reaching the most qualified employee or prospective employee given such factors as the "Rule of Five" and the time lag in hiring.

(4) With the employment interview as part of the screening process and given its lack of viable and objective hiring criteria, valid screening is inhibited, particularly for the non-competitive classes.

4) Job Preparation and Training

(1) There is no central staff development function in operation at the Departmental level; consequently, the Divisions act independently in developing training programs and have different types and degrees of commitment and interest in this function.

(2) Most of the existing training programs are limited to orientation which is Division-specific and highly variable with regard to length, format, and content. Furthermore, orientation tends to be more of an indoctrination process as opposed to a method for facilitating deployment.

(3) There is limited evaluation of existing orientation programs.

(4) Orientation to the Department (versus a Division) is almost non-existent.

(5) There is a lack of in-service training and continuing education programs to provide education for maintaining job competence or facilitating upward mobility.

(6) Training is generally limited to on-the-job experiences and credentials.

(7) Manpower and training needs are infrequently articulated with schools, colleges, and other educational institutions. Training opportunities for HRS personnel have been developed at only a limited number of universities and community colleges and there is no uniform Departmental educational leave program.

5) Deployment

(1) Job assignment is made upon initial hiring rather than after considering organizational and employee needs, the tasks to be performed, and training performance.

(2) Deployment is aimed more at merely filling vacancies rather than developing a system of matching worker to agency function.

(3) Deployment is based more on expediency than on long range planning.

6) Performance Evaluation

(1) Worker evaluations are based on personal attributes (initiative, promptness, neatness, etc.) rather than on performance tests of competency.

(2) Worker evaluations tend to be more of a personal (subjective) assessment as opposed to being based on performance criteria.

(3) Performance evaluation is not seen as a means by which to ascertain organizational effectiveness but rather as an evaluation of the worker exclusively.

(4) Evaluation of the worker is not used to identify training needs or to let employees know how they are doing on the jobs.

(5) Evaluation results have little bearing on promotion and pay increases as budget considerations take overwhelming preference.

After reviewing the wide range of problems contained in this inventory, it was apparent that (1) the interface between personnel management and staff development which is necessary to yield the components of a viable career mobility system was nonexistent in this organization, and (2) to a large degree, the fundamental reason for this proliferation of problems was the lack of an empirical data base which could be used to make rational decisions and plan solutions. Managerial decisions made in a vacuum devoid of sound empirical data regarding an organization's work force and its output are destined to inefficiency and ineffectiveness, if not failure. Consequently, this study sought to establish such an empirical data base which, if coupled with sound management practices and procedures, would provide HRS with the capability of alleviating many of the problems listed in the preceding inventory.

C. Definition Of The Elements Of Work

In order to develop the components of a career mobility system, certain questions must be answered. What specific tasks are performed by human service workers? What training content is indicated, given these tasks, to provide the necessary skills for job performance? How can performance standards be developed that are based on a relationship between task performance and job requirements? Finally, what changes are indicated in the personnel system to satisfy the needs for organizational productivity and worker growth? A technology to measure organizational work performance needs to answer these questions as well as to yield an empirical data base for changing the system.

There is general agreement among researchers that the basic elements necessary for the study of work behavior are: (1) elements related to the study of the human qualities or attributes which are required to perform specific kinds of work, (2) elements related to the study of the work activities which reflect the tasks performed and the objectives achieved in jobs, and (3) elements related to the study of the physical, organizational, and societal environment in which work is carried out. Therefore, given the purpose and objectives of this study, the empirical data base desired would have to provide, at the minimum, certain basic information regarding the service sector of HRS. This information is subsumed under three basic categories which correspond with the basic elements of work. These categories were: (1) worker information (who does the work), (2) work information (what kind and how much work is done), and (3) work environment information (where is the work done).[1] Thus this general framework provided the definition of the basic elements needed for an empirical data base for HRS. The results of this effort took the form of a Manpower Management Information System which consists of all the information cited above and a human service Task Bank which contains information regarding work in the form of succinct tasks.

[1]The ways in which these information elements were operationalized in this study are discussed in a later section of this Report.

II.

RESEARCHING THE ELEMENTS OF HUMAN SERVICE WORK

A. Background Of Methodology

The process of gaining knowledge about human work is usually acquired by one of the conventional methodological approaches to the analysis of jobs. Since job analysis may be a means to a number of different ends (e.g., job restructuring, training program development, qualifications standards development, test development, performance evaluations, preparation of accurate job descriptions, employee counseling, predictions of organizational behavior, etc.), the purposes for which the analysis is conducted are the major factors in selecting or developing an appropriate methodology.[1] An extensive review of job analysis methodologies, with particular emphasis on those used to study human service work, indicated that most of the major methodologies have been employed or adapted in various human service organizations.[2] However, this review also resulted in the conclusion that no single existing procedure was capable of producing the basic data required, given the nature of the organization being studied, the objectives of the study, and the time frame for completion. Consequently, the methodology employed in this study was designed

[1]See Michael Wilson, Job Analysis For Human Resource Management: A Review of Selected Research and Development (Washington, D. C.: U. S. Government Printing Office, 1974). (#2900-00224)

[2]These include, for example, the U. S. Department of Labor Methodology (U. S. Department of Labor, 1972); Functional Job Analysis (Fine and Wiley, 1971); the Position Analysis Questionnaire (McCormick, 1972); the Health Services Mobility Study Methodology (HSMS, 1972); Work Moment Sampling (Hansen, 1960); and Time Log Reporting (Grace, 1970).

specifically to meet the previously stated objectives. This is not to say that the methodological tools employed are original, but rather that the development and adaptation of elements of a number of traditional approaches are unique in terms of the kinds of information it was necessary to produce.

The primary objectives of this study and the need to obtain information with respect to the worker, work, and the work environment, demanded a broad, extensive, and in-depth survey of HRS. Consequently, the basic methodology was of a dual nature. The principal approach was a measurement of work behavior using a variation of the work diary and time log methods of work measurement.[1] The second approach was a structured questionnaire which functioned as the basic vehicle for identifying biographical characteristics of the worker and some basic work environment information. This two-pronged approach provided the initial foundation for deriving the information required to produce a Manpower Management Information System and a Human Service Task Bank.[2]

In this section the basic methodology will be presented in terms of: (1) Sample Selection, (2) Instruments, and (3) Data Reduction. A later section of this Report will describe how this basic methodology was expanded to produce two additional elements necessary for a comprehensive system, specifically, a mechanism for updating the system and a methodology which would provide at the minimum, an empirical measurement of the similarities and differences within and between jobs, based on total job characteristics.

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[1]William E. Grace, "Planning and Organizing A Work Measurement Program," Management Accounting (July, 1970) and Joseph Tiffin and Ernest J. McCormick, Industrial Psychology (New Jersey: Prentice-Hall, Inc., 1965).

[2]With respect to the development of a Task Bank it should be noted that other existing human service Task Banks were reviewed to determine their utility as models for the construction of the Florida Bank and to assess the possibility of utilizing their contents as "core" tasks. However, neither the H.E.W. National Task Bank nor the Iowa Task Bank were found to be satisfactory for either purpose.

B. Sample Selection

The target population for this study was comprised of human service workers in seven line Divisions of the Florida Department of Health and Rehabilitative Services.[1] Human service workers were considered to be those engaged either in direct contact with consumers or those responsible for the supervision and administration of service staff and service delivery. Senior staff administrators, clerical personnel, physicians, and other licensed professions were excluded from this population. This study was concerned with determining the work behavior of personnel in job classifications (hereinafter referred to as classes) related primarily to consumer services. Consequently, in order to assure that class representation was not left to chance, a stratified random sample was drawn with respect to class within each Division.

Due to the absence of concrete data regarding class population means and variances, it was impossible to use the minimum sample size equation manageably to derive the sample.[2] However, based on staff knowledge of the classes and data obtained from an earlier pilot study, rough estimates of these two population parameters could be achieved. Therefore, to produce a sample that was both representative and administratively manageable, a minimum sample size table was formulated through trial and error use of the formula for different class sizes. (See Table 1). This table was used to determine a satisfactory minimum sample size for each class within Division congruent with its size in the population.

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[1]The seven line Divisions included: Family Services, Health, Mental Health, Mental Retardation, Vocational Rehabilitation, Corrections, and Youth Services.

[2]See William G. Cochran, Sampling Techniques (New York: John Wiley and Sons, 1963) and Hubert M. Blalock, Social Statistics (New York: McGraw Hill Book Company, 1972) with regard to minimum sample size equation.

Table 1*

MINIMUM SAMPLE SELECTION FOR HUMAN SERVICE PERSONNEL

(For minimum α = .1 and d = 10%)

N (CLASS POPULATION SIZE)	n (MINIMUM SAMPLE SIZE)
1	1
2	2
3	3
4↔6	4
7↔13	5
14↔26	6
27↔47	7
48↔78	8
79↔121	9
122↔178	10
179↔251	11
252↔342	12
343↔453	13
454↔586	14
587↔743	15
744↔926	16
927↔1137	17
1138↔1378	18
1379↔1651	19
1652↔1958	20
1959↔2265	21
2266↔2646	22

* This Table was derived by plotting the class population sizes (N) for every sample size (n) and duplicating this plot with a mathematical function which could be applied without utilization of the two population parameters of mean and variance.

There were 14,545 workers in the target population representing the 118 classes under investigation. Application of the above procedures resulted in a total estimated minimum sample size of 747 workers (individuals) which represents 5.1% of the total population. The sample size for each class within Division had a minimum significance level of $\alpha = .10$ and a minimum precision of d = 10%.[1] A summary of the class population and sample information is contained in Appendix A. Work diary data was returned by 525 (70.2%) of the 747 workers. In this regard, it should be noted that the 222 (29.8%) workers omitted from the sample are a result of 65 (8.7%) cases of non-response and 157 (21.0%) cases of undersampling.[2] All data reduction and analysis are therefore based on this sample of 525 workers representing 118 classes.

C. Instruments

Given the purposes of this study and the previously stated definition of the basic elements of work, the data to be collected was concerned with information regarding the worker, worker behavior, and the work environment. Consequently, two instruments were designed to collect the essential data.

1) Biographical Questionnaire: A thirty-four item questionnaire was designed to collect information regarding biographical (worker) and organizational (work environment) characteristics. This data provided a basis for describing these characteristics and a potential source for explaining variations in work behavior. A list of the information contained in this instrument

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[1]This significance level indicates that the sample will correctly represent the population 90 times out of 100. A 10% precision, d, means the researchers are willing to tolerate a 10% limit of error in the sample estimates. Note that these are minimum criteria; higher significance levels and precision limits were obtained with a number of classifications.

[2]The cases of undersampling were a result of entrance problems into the organization.

is contained in Appendix B.

2) Work Diary: The second instrument designed was a five-day work sample. All respondents were asked to log the tasks they performed, identifying both the action performed and the result of the action, over five consecutive working days. Respondents were also asked to specify the time they spent performing each task and how often each task was performed.[1] This data provided the basis for a comprehensive inventory of what human service workers do (work information). A copy of this instrument is contained in Appendix C.

Both instruments were administered to the respondents on a face-to-face basis at 49 sites across the State. The purposes of the study and each instrument were explained in detail to respondents in group meetings. The biographical questionnaire was administered during the group meeting and collected at the time of administration. The work diary survey was explained during the group meeting and collected later by appointed site coordinators at each location who then mailed these materials to the researchers.

D. Data Reduction Procedures

The work diary survey yielded over 30,000 entries which were in the form of detailed (worker, program and Division specific) statements regarding each work activity along with its expected result and time duration. These "specific tasks" provided the basic work information necessary to describe the work performed on the basis of function as opposed to substance (e.g., program area or client population). As previously stated, the purpose of this study was the development of an empirical data base in the form of (1) a Manpower Management Information System and (2) a Human Service Task Bank. This section will

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[1] Task frequency was indicated by logging each performance of a task on a separate entry form.

therefore describe the data reduction methodology utilized to produce these two outputs. The limitations of all methodological procedures will be discussed in a later section.

1) DERIVATION OF REPRESENTATIVE TASK DESCRIPTIONS (RTDs)

The first phase of the data reduction methodology was the process of deriving representative or functionally identical task statements from the "specific tasks" produced in the work diary survey. This methodology was basically a two step process which involved (1) grouping together functionally identical "specific tasks", irrespective of substantive differences such as Division, class, or type of consumer, etc., and (2) writing representative task descriptions for each group of functionally identical "specific tasks".

A panel of experts was assembled to group together functionally identical "specific tasks". This panel was comprised of 6 individuals who met the criteria of (1) being experienced practitioners in the human services, in particular, in HRS, and (2) having a high degree of analytical ability. The panel was equally divided into two mini panels so that one panel could serve as a check on the other panel's functional groupings. In this grouping process the basic tasks for the first panel were (1) to examine each "specific task" and determine: the action performed, the object of the action, and the expected output or result of the action[1] and (2) to group together functionally identical tasks based on this examination. Once all of the "specific tasks" had been sorted to functional groups, the composition of each group was reviewed by the second panel. This procedure revealed an overall error rate of approxi-

[1]In carrying out this task the panel utilized a standardized list of action verbs (with definitions) derived from the Washington Task Analysis Handbook; developed a standardized list of objects; and developed a logical categorization of outputs (in terms of substantive areas).

mately 15%. The entire panel (6 members) reclassified inaccurately grouped specific tasks, with decisions based on a majority ruling.

The second step in this process involved writing "representative task descriptions" (hereinafter referred to as RTDs) to reflect the specific tasks in each functional category. Functional Job Analysis (FJA) was used as the primary technology in writing an RTD; however, since the language and style of FJA task statements were found to vary among different task writers, a standardized format was developed for writing RTDs.[1] The details of this standardized format can be found in the second volume of this Report.[2] Thus an RTD was defined as a work activity together with its expected outcome, written in a standardized format, to describe a group of functionally identical "specific tasks". The major elements of an RTD are the same as those of an FJA task, specifically, (1) the <u>action</u> performed, (2) the <u>object</u> of the action, (3) the <u>result</u> expected from the action, (4) the tools, equipment or work aids used (these must be either explicitly stated or strongly implied), and (5) the nature and source of instructions received. An RTD was considered adequate when:

(1) it included the five major elements listed above,

(2) the stated action was logically related to the stated output,

(3) functional levels and orientation (FJA) could be established and justified on the basis of information contained in the description, and when

(4) all aspects of the "specific tasks" which formed the RTD were reflected (with the exception of "trivial" or Division specific information).

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[1]For a detailed description of FJA see: Sidney A. Fine and Wretha W. Wiley, <u>An Introduction To Functional Job Analysis: A Scaling Of Selected Tasks From The Social Welfare Field</u> (Michigan: W. E. Upjohn Institute For Employment Research, 1971).

[2]<u>Florida Human Service Task Bank: Final Report</u> (Tallahassee: State University System Of Florida, Office Of Career Planning, 1975).

A two member panel wrote the 358 RTDs which are contained in Appendix D. At the conclusion of this phase of the data reduction, every "specific task" entry in each functional group was assigned the corresponding RTD identification number. In addition, the time spent (in minutes) performing every "specific task" in each RTD was also coded for computer entry.

2) RTD (TASK) DATA

The 358 RTDs thus became the nucleus not only of the MMIS but also of the Human Service Task Bank. With regard to the latter output, it was necessary to derive certain descriptive information and some method of quantifying selected RTD attributes, all deemed useful for planning and developing staff training programs. The methodology which was utilized in this phase will be described here. The application of this data to staff training is addressed in Volume 2 of this Report.

Descriptive RTD Information: This information included (1) the role assignment for each RTD based on an organizing framework derived from the SREB role model, (2) substantive area assignment for sets of RTDs within each role, and (3) the identification and categorization of the major components for each RTD. The following is a summary of the methodology utilized in deriving this information.

As previously stated, the technology of Functional Job Analysis, with minor modifications, was selected as the most appropriate method for writing the RTDs. One of the major deficiencies inherent in both this technology and in all other methodologies of work measurement which have attempted to use task data as a basis for training in the human services, has been the absence of an organizing framework for categorizing the wide range of tasks performed in these organizations. It was therefore necessary to develop some logical schema which could be used to classify and describe the RTDs.

The role model developed by the Southern Regional Education Board was used as a starting point for deriving this logical schema.[1] Reconceptualization of this model resulted in the identification of five major functions of human service activity and eleven corresponding roles that are performed within the functions. Appendix E contains a description of these functions and roles. The basic assumption of this heuristic schema is that the functions and corresponding roles can be used to categorize the total range of work activity performed by the target population.

This schema was then used as the organizing framework for the Task Bank. A panel of experts was used to assign each RTD to the appropriate role. The panel was equally divided into two groups of three, with the second panel serving as a check on the first panel's role assignments. The disagreement on approximately 20% of the role assignments was resolved by the entire six member panel with decisions based on a majority ruling. Appendix D lists the RTDs assigned to each role.

In addition to the role assignment for each RTD, it was also necessary to derive less general categories within each role which would reflect the characteristic or core activities of the role. Twenty-one "substantive areas" were identified by the above panel through a process of examining the nature of the RTDs within each role. Each of these substantive areas represents a set of similar RTDs within one role. A list of the substantive areas, the RTDs assigned to the substantive area, and the corresponding roles is

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[1]The SREB role model is described in Robert J. Teare and Harold L. McPheeters, Manpower Utilization in Social Welfare (Atlanta: Southern Regional Education Board, 1970).

contained in Appendix D.[1]

The third and final area of descriptive information regarding each RTD was simply a nominal categorization and coding of the major components of the RTD. The four major components were: (1) action verb, (2) primary object, (3) work aids, and (4) substantive areas.[2] The categories within each of these components are described in the supplementary volume to this Report.

Quantitative Ratings Of RTD Attributes:[3] This information included (1) the application of selected Functional Job Analysis Scales and (2) the development of measures for "consequence of error" and "difficulty", all with respect to each RTD. The remainder of this section will summarize the methodological procedures utilized in deriving this information.

The technology of Functional Job Analysis provides a relatively heuristic system for describing and assessing at least three general attributes of an RTD: (1) the functional complexity level and orientation of what workers do in performing the RTD, (2) the proportions of prescription and discretion in task (RTD) performance, and (3) the basic educational skill requirements necessary to perform a task (RTD) at specified functional levels. These

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[1]Note: The substantive areas were derived for the primary purpose of assigning corresponding functional knowledge and skill categories. The derivation, assignment and use of these categories in developing training programs is described in Volume 2 of this Report.

[2]Note: The rationale for including substantive area as an RTD component was related to the assignment of training content (functional knowledge and skill categories) to the substantive area as opposed to assigning functional training content on the basis of a single RTD. This is further explicated in Volume 2.

[3]In this context, "attribute" refers to a measurable property of an object (e.g., an RTD). Some attributes of objects are unidimensional (e.g., length or weight), while other attributes are multidimensional (e.g., color). (Torgerson, 1958)

attributes are measured with the following sets of ordinal scales:[1]

1) The Worker Function Scales: The FJA technology uses "worker functions" (global patterns of worker behavior) classified into the three main categories of data, people, and things. The three independent ordinal scales of Data, People, and Things provide two measures for each RTD: relative level of complexity (ordinal position of the function) and orientation (a percentage measure of the relative involvement of the worker with Data, People, and Things as he performs an RTD).

2) The Scale of Worker Instructions: This FJA scale is a single ordinal scale which measures the proportions of prescription and discretion in RTD performance.

3) The Scales of General Educational Development: These are three independent ordinal scales measuring those aspects of education, formal and informal, which contribute to the worker's reasoning development and acquisition of functional knowledge of language and mathematics.

A panel of three judges applied each of the above scales to each RTD, with the final assignment of each scale value based on the judgment of the majority.

In addition to the measures provided by the FJA technology, quantitative ratings for two additional task (RTD) attributes were desired. These included task (RTD) difficulty and the consequence of error when a task is performed incorrectly.[2] A review of the relevant literature did not surface any existing rating scales for either attribute which could be applied to the RTD data. Consequently, given the constraints of time, manpower, and money, the most appropriate methodology was deemed to be the application of a 5 point Likert scale to each RTD with regard to each attribute. A panel of ten judges, judging independently, was presented (on two separate occasions) with a list of the RTDs (in random order) and asked to judge one list with respect to "the degree to which an incorrect performance of the task would result in negative conse-

[1]The description of these scales is taken from Fine and Wiley, op cit. A more detailed discussion is contained in Volume 2 of this Report.

[2]Since the FJA Worker Function Scales provide three independent measures of task complexity/difficulty relative to the functions of data, people, and things, it is not possible to compare tasks on the basis of an integrative measure of the attribute of difficulty.

quences", and the other list with respect to the "degree of difficulty in performing the task effectively". The five point scale simply represented increasing amounts of each attribute, with "1" representing the lowest rating and "5" the highest. Note that neither attribute was defined for the judges since no prior assumptions were made (by the researchers) concerning the dimensionality of either attribute. The results of this procedure could therefore, at a later time, be tested for multidimensionality. In the present study, however, the results were left in a unidimensional state for both attributes.

3) COMPUTERIZED DATA REDUCTION PROCEDURES

At this point, all of the RTD data just described was entered into the computer. By way of a summary, this data included the following:

1) Each "specific task" (work diary entry) was entered as a separate data element (i.e., a spearate data card).

2) The information associated with each "specific task" consisted of: the identification number of the RTD to which the specific task had been assigned; the identification number of the individual worker who performed the specific task along with the worker's Division and class code; the day on which the specific task was performed (Day 1, etc.); and the time (in minutes) spent performing the specific task.

3) The information associated with each RTD was also entered at this point. This information consisted of: the descriptive RTD information (i.e., role assignment and the component designation codes for action verb, primary object, work aids, and substantive area), and the quantitative ratings of RTD attributes (i.e., the FJA ordinal scale values and the ordinal scale values on task difficulty and consequence of error).

In addition to all of the above RTD data, each individual's (worker) biographical information was also entered. The variables contained in the biographical information have already been described and listed in Appendix B.

The computerized procedures which were then employed to reduce the data to the format described in the next section of this Report are far too detailed and complex to describe in this Report. However, these procedures are documented in the User's Technical Manual for the MMIS which is a supplement to this Report.[1] In the context of this Report, it is sufficient to state that the primary output of these reduction procedures was an empirical data base in the form of a Manpower Management Information System, which also contained most of the data associated with the Task Bank.

[1] The User's Manual may be obtained from the Principal Investigator, Dr. Michael J. Austin, Florida State University, School of Social Work, Tallahassee.

III.

RESULTS FOR PERSONNEL MANAGEMENT AND STAFF DEVELOPMENT

The original objective of this study was to establish an empirical data base which would provide HRS with a beginning capability for alleviating the problems which were contributing to the lack of career mobility. Given the very basic problem of the lack of empirically based data regarding the work performed in the organization, a job analysis methodology was developed which provided a vehicle for collecting, organizing, and evaluating information with regard to what kind and how much work was being performed, by whom, and in what environmental context. The results of this job analysis are, therefore, an empirical data base in the form of a Manpower Management Information System (MMIS) and a Human Service Task Bank. The MMIS is a computerized system which also contains most of the elements of the Task Bank. The information contained in each of these outputs will now be described briefly.

A. Manpower Management Information System

Basically, most of the information contained in the MMIS pertains to the two elements of what work is performed and by whom. Also included in this data are various biographical and structural pieces of information regarding both the worker and the organization.[1] Before describing the organization of this information, it is important to state that there is one element among all of the data which is the nucleus of this system, that element being the work

[1]This information was that obtained with the biographical questionnaire (See Appendix B).

task or RTD. While all of the elements are obviously interrelated, the work task or RTD serves as the link by which all of the work data can be related and compared to data regarding both the workers and the organization.

The MMIS is organized into four major components. The data regarding the work performed has two components, (1) data with respect to tasks and (2) data with respect to roles.[1] The data regarding the worker is comprised of the remaining two major components, (1) data with respect to the individual worker and (2) data with respect to the 118 HRS classes. Each of these four components is comprised of three kinds of informational elements: time, frequency, and biographical (organizational) information. In addition to these three informational elements, the task (RTD) component of the MMIS also contains the descriptive task information and the task attribute information which are a major portion of the Task Bank. The schematic shown in Table 2 more clearly illustrates these components of the MMIS.

In addition, it is important to mention that the various categories of information which are shown in the schematic in Table 2 do not exhaust the possible permutations. These categories were selected on the basis that they would be most helpful to HRS and would probably have the greatest probability of use. If additional forms or permutations of the data are desired, the data can be manipulated based on the technical documentation contained in the User's Technical Manual for the MMIS.[2]

B. Human Service Task Bank

Most of the information contained in the Task Bank corresponds with the

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[1]Roles refer to the eleven roles derived from the SREB model (See Appendix E).

[2]The data is stored on a master tape which will be given to HRS.

Table 2

MANPOWER MANAGEMENT INFORMATION SYSTEM COMPONENTS

DATA REGARDING THE WORK

A. DATA WITH RESPECT TO TASKS (RTDs)

Time

r1= Time distribution across all categories of each of the bio-variables for each RTD

r2= The time spent by the average individual performing the RTD, for each RTD

r3= For each class eithin Division, the time spent performing the RTD by the average individual in that class, for each RTD

r4= The average time spent on a task in an RTD, for each RTD

r5= For each class within Division, the average time spent on a task in an RTD, for each RTD

r6= Total time spent on the RTD by the population, for each RTD

Frequency

r7= Frequency distribution across all categories of each of the bio-variables, for each RTD

r8= How often the average individual performs an RTD, for each RTD

r9= For each class within Division, how often the RTD is performed by the average individual in that class, for each RTD

r10= Total amount of times the RTD was performed by the population, for each RTD

Bio-Variables

r11= Average value, weighted by time, for each of the bio-variables, for each RTD

Descriptive Task Information and Task Attributes

r12= Value on Attribute of Difficulty for each RTD

r13= Value on the Attribute of Consequence of Error for each RTD

r14= Values on FJA Worker Function Scales for each RTD

r15= Values on FJA General Edcuational Development Scales

r16= Value on FJA Scale of Worker Instructions

r17= Component Designations for each RTD 1) action verb 2) object 3) substantive area 4) work aids

r18= Role designation for each RTD

B. DATA WITH RESPECT TO WORK "ROLES" (Note: Roles are theoretical constellations of tasks)

Time

ro1= Time distribution across all categories of each of the bio-variables for each role

ro2= The time spent by the average individual performing the role, for each role

ro3= For each class within Division, the time spent performing the role by the average individual in that class, for each role

ro4= The average time spent on a task in a role, for each role

ro5= For each class within Division, the average time spent on a task in a role, for each role

ro6= Total time spent on the role by the population, for each role

Frequency

ro7= Frequency distribution across all categories of each of the bio-variables, for each role

ro8= How often the average individual performs a role, for each role

ro9= For each class within Division, how often the role is performed by the average individual in that class, for each role

ro10= Total amount of times the role was performed by the population, for each role

Bio-Variables

ro11= Average value, weighted by time, for each of the bio-variables, for each role

Table 2 (con't)

MANPOWER MANAGEMENT INFORMATION SYSTEM COMPONENTS

DATA REGARDING THE WORKER

A. DATA WITH RESPECT TO THE INDIVIDUAL WORKER

Time

i1= RTD time profiles for each individual
i2= RTD percentage of time profiles for each individual
i3= Role time profiles for each individual
i4= Role percentage of time profiles for each individual

Frequency

i5= RTD frequency profiles for each individual
i6= RTD percentage of frequency profiles for each individual
i7= Role frequency profiles for each individual
i8= Role percentage of frequency profiles for each individual

Bio-Variables

i9= Values on each of the bio-variables for each individual

B. DATA WITH RESPECT TO HRS CLASSES (Note: This data is based on a "class within Division" distinction)

Time

c1= RTD time profiles for each class within Division
c2= RTD percentage of time profiles for each class within Division
c3= Role time profiles for each class within Division
c4= Role percentage of time profiles for each class within Division

Frequency

c5= RTD frequency profiles for each class within Division
c6= RTD percentage of frequency profiles for each class within Division
c7= Role frequency profiles for each class within Division
c8= Role percentage of frequency profiles for each class within Division

Bio-Variables

c9= Distribution of class members across all categories of the bio-variables, for each class within Division
c10= Average value on each of the bio-variables, for each class within Division

information elements in the FJA technology (Fine, 1971, 1974). There were, however, some modifications of and additions to these elements which were deemed useful to the organization for planning and developing staff training programs. Since the Task Bank is described in detail in Volume 2 of this Report (Florida Human Service Task Bank: Final Report), its components will simply be summarized here.

The physical form of the Task Bank is shown in Figures 1 and 2. The Bank is organized using the heuristic role schema described earlier; however, this represents only one of numerous possible classifications and groupings of this data. Basically, the information elements contained in the Task Bank can be described in terms of two major interrelated components: information associated specifically with the RTD, and information associated with substantive areas (groups of RTDs). The information associated with the RTD includes:

A. Descriptive Information
   - (1) Role Assignment
   - (2) Component Designations
     - (a) Action Verb
     - (b) Primary Object
     - (c) Substantive Area
     - (d) Work Aids
   - (3) Specific Training Content[1]
   - (4) Performance Standards[2]

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[1] "Specific" training content relates to agency-specific knowledge and skill curriculum elements as opposed to "functional" knowledge and skills. Consequently, the identification of this information was left to the trainer or supervisor.

[2] Similar to the reasons for not specifying specific training content, performance standard identification was also left to administrators, supervisors, and employees of specific agencies, since the RTDs were based on functional commonalities rather than service program.

Figure 1
RTD (TASK) SHEET

REPRESENTATIVE TASK DESCRIPTION:

RTD#

ROLE:

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid

Figure 2
SUBSTANTIVE AREA KNOWLEDGE AND SKILL SHEET

ROLE:

SUBSTANTIVE AREA COMPONENT #:

SUBSTANTIVE AREA COMPONENT:

RTD# SEQUENCE:

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES	SKILL CATEGORIES

B. Quantitative Ratings of RTD Attributes

(1) FJA Worker Function Scale Values

(2) FJA General Educational Development Scale Values

(3) FJA Scale of Worker Instructions Values

(4) Value on Attribute of Task Difficulty

(5) Value on Attribute of Task Consequence of Error

The information associated with substantive areas is descriptive and includes:

(1) Role assignment (each substantive area is unique to one role)

(2) RTDs included in the substantive area (an RTD is also unique to one substantive area)

(3) Functional knowledge and skill categories[1]

In concluding this description of the elements contained in the Task Bank, it is again important to recognize that this information does not exhaust the possibilities with regard to task attribute and descriptive information. Further, the project staff was fully cognizant of the limitations associated with all of the elements, particularly the FJA scales and the scaling of difficulty and consequence of error.[2] However, the constraints of time and manpower coupled with the purpose and intended use of the Task Bank were the primary factors in determining the most appropriate and useful form of this data for HRS.

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[1]These were derived from Harold L. McPheeters and Robert M. Ryan, A Cor' of Competence For Baccalauereate Social Welfare and Curricular Implications (Atlanta: Southern Regional Education Board, 1971).

[2]These limitations will be discussed in a later section of this Report.

C. Future Results

The basic methodology employed in this study permitted work behavior to be analyzed primarily in terms of the tasks performed by the worker (at the "individual" level and the "classification" level); and secondarily identified some of the basic characteristics regarding the workers and where the work was performed. In discussing this basic methodology there was also an indication that plans had been made to extend this "task-oriented" procedure to incorporate two essential elements necessary for a more inclusive work measurement methodology. Basically these two elements were considered to be (1) a mechanism for updating and monitoring the system and (2) a procedure which would provide an empirical measurement of total job characteristics in addition to the existing individual task characteristics. With the addition of an update mechanism, management decisions utilizing the MMIS would not run the risk of being based on obsolete information. Furthermore, the second element would enable work behavior to be analyzed not simply in terms of a task(s) but rather in terms of those attributes which are characteristic of the total job and not just the product of the sum of its parts.

The constraints of time, manpower, and money were the major factors contributing to the delay in actually implementing these procedures. However, methodologies were developed to produce these two capabilities. This section will describe both a suggested update/monitoring system and an adaptation of the Position Analysis Questionaire System to produce an empirically derived measure of total job characteristics.

1) UPDATE/MONITORING SYSTEM

Like any empirical data base, the MMIS (and the Task Bank) needs to be updated, monitored, and have the capability to identify new tasks. In human service organizations especially, thereare usually periods when objectives and priorities are altered, new structures emerge, and various technologies introduced which require and result in changes in skills and work procedures. Therefore what is needed is a monitoring technique which, when employed, will reflect any changes which may occur over time regarding what kind and how much work is done, where, and by whom. Since time and cost factors would prohibit the replication of a work diary survey every so many months or years, another work measurement technique is indicated. This technique needs to be low in cost and relatively brief for completion time. However, the technique would not need to be as detailed or comprehensive as that employed with the basic methodology, given that the empirical data base already completed represents a fairly stable core of work data. Following a review of the literature for possible techniques, work moment sampling was selected as the best technique to accomplish these purposes.

Originally a business and industrial management tool, work moment sampling has recently been used increasingly in a range of organizations, with one of the foremost being the human service organization. The conventional functions of the work moment in these organizations have principally been cost analysis, managerial control, and performance assessment. It is interesting to note, however, that the data derived for these functions (using the work moment) was in a form which could easily be adapted to serve the functions of monitoring and updating the MMIS and Task Bank. Further since work moment data in and of itself is not extremely detailed, it should not be used alone; but does provide an excellent means for monitoring and updating systems which are already based on the tasks performed in the organization.

Work moment sampling like the work diary method already applied in this effort is particularly suited for long cycle or mental operations. Work moment sampling is a technique in which the population is sampled during random moments (e.g., minute intervals) throughout a time period. It is based upon the principle of constructing a picture of a position based upon a few moment snapshots from each of several position incumbents. With this technique, however, biographical data on individuals would be inappropriate to use in conjunction with the data it would provide. This is due to the same factor which makes it attractive in terms of time and cost. Work moment sampling would produce class work profiles which are less expensive and time consuming than individual work profiles.[1] Thus biographical, geographical, and organizational information would have to be geared to the class as opposed to the individual worker. However, for the purpose of update and detecting change to a fairly stable information system, work moment sampling would provide the necessary information in adequate detail.

It is therefore recommended that work moment sampling be the technique to update and monitor the present empirical data base. Further, it is recommended that the information obtained with this method is carried through the remaining methodological procedures necessary to enter it into the MMIS and Task Bank formats.[2]

2) APPLICATION OF THE POSITION ANALYSIS QUESTIONNAIRE (PAQ)

The PAQ is a structured job analysis questionnaire developed over twenty or more years of empirical investigation and application by Professor E. J. McCormick and his associates at Purdue University (McCormick, Jeanneret and Mecham, 1972). The PAQ contains 194 items which are organized under six major content

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[1]Work moment sampling can be geared to produce individual work profiles but to do so would be as costly or more costly in time and money than the work diary method. While on the other hand, work diary sampling cannot be made less costly without severely reducing its accuracy.

[2]It should also be noted that work moment sampling can be a mechanism for testing the reliability of the current RTD data.

divisions: Information Input, Mental Processes, Work Output, Relationships With Other Persons, Job Context, and Other Job Characteristics. The elements covered by these 194 items concentrate on the skills and abilities used and on the context in which work is performed, rather than describing the duties or activities performed by workers. Thus the PAQ has the quality of being "worker-oriented". On the basis of analyzing a wide range of positions/jobs with the PAQ, McCormick and Associates have arrived at 32 job dimensions or factors (see Table 3 for the five overall dimensions and 27 specific dimensions) which provide, among other capabilities, the basic data for understanding the nature of the relationships between and among jobs in the organization. Both the PAQ's items and dimensions have been rigorously scrutinized through empirical testing and have undergone extensive critical review.[1]

Thus, the PAQ is a system of organizational analysis based on worker-related data which furnishes organizations with an empirical data base by which various elements and functions of the enterprise may be improved. Some of these capabilities have included the following:

(1) Identification of the human attributes necessary to perform various activities required by the organization and also constellations of ability requirements for given positions.

(2) Estimation of the aptitude requirements of jobs. Rather than using conventional test validation processes, the PAQ offers the possibility of serving as the basis for a generalized method of estimating the aptitude requirements of jobs directly from job-related data.

(3) Formation of job families and restructuring personnel systems.

(4) Finally, it has been used as a basis for predicting rates of pay.

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[1] A more detailed description of the background and development of the PAQ may be found in Ernest J. McCormick, Paul R. Jeanneret, and Robert C. Mecham, "A Study of Job Characteristics and Job Dimensions As Based On The Position Analysis Questionnaire," Journal of Applied Psychology Monograph, V. 56, N. 4 (August, 1972).

Table 3

LIST OF PAQ JOB DIMENSIONS[1]

Overall Job Dimensions

1. Having Decision Making, Communication and Social Responsibility
2. Performing Skilled Activities
3. Being Physically Active/Related Environmental Conditions
4. Operating Equipment/Vehicles
5. Processing Information

Specific Dimensions

1. Watching Devices/Materials for Information
2. Interpreting What Is Seen or Heard
3. Using Data Originating With People
4. Watching Things From A Distance
5. Evaluating Information From Things
6. Being Aware of Environmental Conditions
7. Being Aware of Body Movement and Balance
8. Making Decisions
9. Processing Information
10. Controlling Machines/Processes
11. Using Hands and Arms to Control/Modify
12. Using Feet/Hands to Operate Equipment/Vehicles
13. Performing Activities Requiring General Body Movement
14. Using Hands and Arms to Move/Position Things
15. Using Fingers vs. General Body Movement
16. Performing Skilled/Technical Activities
17. Communicating Judgments, Decisions, Information
18. Exchanging Job-Related Information
19. Performing Staff/Related Activities
20. Contacting Supervisor or Subordinates
21. Dealing With The Public
22. Being In A Hazardous/Unpleasant Environment
23. Engaging In Personally Demanding Situations
24. Engaging In Businesslike Work Situations
25. Being Alert to Detail/Changing Conditions
26. Performing Structured vs. Unstructured Work
27. Working on a Viable vs. Regular Schedule

[1]Taken from E. J. McCormick, Robert C. Mecham, and P. R. Jeanneret, Technical Manual For The Position Analysis Questionnaire (West Lafayette, Indiana: PAQ Services, Inc., 1972).

The future use of the PAQ will involve the application of the PAQ items to the work task profiles and their respective time durations of the positions being studied. The PAQ was originally intended to be completed by organizational members who were not members of the position in question, but had close association with it. However, by the use of work task profiles, job analysts (who are not necessarily closely associated with the organization) are supplied with an extremely accurate and pervasive picture of not only what a worker does in his position, but also how that position actually functions as part of the organization.

The traditional use of the PAQ analyzes positions which are neither individuals nor classifications, but rather groups of individuals of a given classification. In this project's application of the PAQ, however, "individual" worker profiles will be analyzed rather than positions. These responses will then be used to derive "classification" PAQ scores. The fact that individuals are being analyzed rather than positions (1) may increase the accuracy and precision of the results over those typically achieved by the PAQ and (2) provides the capability for analyzing the similarity of work behaviors both within and between classifications. See Appendix F for some sample "individual" worker task profiles.

The primary result desired from the PAQ application is the derivation of job families using a hierarchical grouping procedure.[1] The job family groupings

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[1]See Hubert S. Feild and Lyle F. Schoenfeldt, "Ward and Hook Revisited: A Two Part Procedure for Overcoming a Deficiency in the Grouping of Persons" (Athens: University of Georgia, Department of Psychology, undated); Joe H. Ward and Marion E. Hook, "Application of a Hierarchical Grouping Procedure to a Problem of Grouping Profiles," Educational and Psychological Measurement, V. 23, N. 1 (1963); and Joe H. Ward, Jr., "Hierarchical Grouping To Optimize an Objective Function," American Statistical Association Journal, V. 58 (1963).

will be based on similarity of job dimension profiles, the job dimensions being either those five overall and twenty-seven component dimensions identified by McCormick or job dimensions which are based on a factor analysis of only the positions under investigation. When the job families have been formed, the results (output) shown in Table 4 would be added to the MMIS along with PAQ data to each MMIS component. The application of the PAQ not only provides a viable means by which to group job classes, but also supplies specific information regarding worker oriented and total job characteristics to the MMIS.[1]

D. Notes Of Caution

In any research endeavor, and particularly one in a field where the basic technologies are still evolving and the utilization of a scientific, systematic approach is a relatively recent phenomenon, it is extremely important to be cognizant of both the parameters and limitations inherent in the effort. Since most of the limitations of the present study are methodological, they also serve to define the parameters within which the results should be interpreted. Therefore, at this juncture, several summary comments are appropriate.

1) Sample: The return rate of 70.2% on the work diary was considered satisfactory in this survey. While some concern could be raised regarding the percentage of omissions/non-response, it should be noted that since the responses were random, it is quite likely that the cases of omission/non-response were also random. Consequently, the non-response has a negligible effect on the statistical propriety of the sample.

2) Instruments: The primary limitation of the biographical questionnaire was that of scope; however, since this research was the first of its

[1]Results of this phase of the research are tentatively slated for publication in a third volume to this Report in early 1976.

Table 4

POTENTIAL JOB FAMILY COMPONENTS OF MMIS

Time

j1= RTD time profiles for each job family
j2= RTD percentage of time profiles for each job family
j3= Role time profiles for each job family
j4= Role percentage of time profiles for each job family
j5= Average time spent on each RTD for each job family
j6= Average time spent performing each role for each job family

Frequency

j7= RTD frequency profiles for each job family
j8= RTD percentage of frequency profiles for each job family
j9= Role frequency profiles for each job family
j10= Role percentage of frequency profiles for each job family
j11= Average frequency of each RTD for each job family
j12= Average frequency of each role for each job family

Bio-Variables

j13= Distribution of job family members across all categories of the bio-variables
j14= Average value on each of the bio-variables for each job family

PAQ and Hierarchical Grouping Data

j15= Class composition of each job family
j16= Job family PAQ dimension profile
j17= Job family PAQ dimension profiles - standard deviations
j18= Job family PAQ dimension profiles - means
j19= Standard deviations from the grand mean

kind with this organization, the questionnaire included a wide enough range of variables to cover basic employee and agency characteristics. Any further research conducted would certainly consider extending the scope of this instrument.

As for the work diary survey, several observations are in order. This methodology was selected as being the most powerful and accurate of the work measurement techniques, given the objectives of the study and time, manpower, and cost considerations. However, there are certain drawbacks associated with the technique as it was used in the present study. First there are biases associated with self-reporting; however, in this regard, the work diary technique was considered to be more objective than the other techniques (e.g., using trained observers) due to the fact that respondents are less aware of the final outcome during the reporting. Related to the problems associated with self-reporting was the potential difficulty for a respondent to be able to conceptualize his/her work into discrete tasks. The face-to-face instructions and the format of the work diary entry were both employed as means of reducing this difficulty.

Another limitation, cited in the literature, is the possible lack of accuracy of the resultant data and the difficulty associated with measuring the inaccuracy (Grace, 1970). In this regard, the selection of a stratified random sample for class within Division, the capability for evaluating the resultant data in terms of both individuals and classes, and the capability of using a work moment sampling to check the reliability of the results, were all considered to be factors significantly reducing the probability of inaccurate results. A final factor which might have been considered a limitation included possible unfavorable employee reaction to the method; however, very few instances of this nature were encountered.

3) Data Reduction: Given the size of the sample and the use of the work diary technique, the most significant limitation of this method usually surfaces in the initial phase of data reduction in terms of devising a suitable and accurate procedure for summarizing the data. While every effort was made to develop standardized, efficient, and objective procedures in the first phase of this data reduction (which was the derivation of the RTDs), it is especially important to note the limitations of the procedures employed. These can be summarized first with regard to the derivation of functionally identical groups of specific tasks:

(1) Varying levels of generality: One of the limitations of the procedure employed was the fact that each panel was dependent upon the worker's conceptualization of a "task". Related to this were the varying levels of generality in the "specific tasks" reported (i.e., some specific tasks were larger in scope than others).

(2) Interpretation of responses: A second limitation can, of course, be associated with the open-ended nature of the data, and the related limitations which arise when the language of each "specific task" must, to some degree, be interpreted.

(3) Consistency of judgments: Finally, there are limitations with regard to consistency, both in interpreting the responses and in determining "identical" functions.

While the researchers were fully cognizant of these limitations, there were several factors which, taken collectively, supported an acceptable level of accuracy and, therefore, usefulness of the data:

(1) Although there were varying levels of generality in the "specific tasks" reported, this variance was not so demonstrable as to detract from the usefulness of the data.

(2) The problems associated with defining the "size" of a task (i.e., where does one task end and another one begin) are really more of an epistemological issue and are not considered a primary concern in this study. The major objective was to obtain an accurate description of what work was performed; thus how that work was segmented in terms of generality of tasks was of secondary importance, given the minimal variance in the levels of generality.

(3) The use of two panels of experts, one panel serving as a check on the other, was the most feasible means for achieving maximum consistency in judgments and further provided a collective (versus a single/independent) interpretation process.

Finally, a general comment is now appropriate regarding the limitations in the initial phase of the data reduction and their effect on the product of this phase, the RTD. The core of the MMIS is the RTD, which is based on a random sampling of a number of different workers with different perspectives. As a result, an RTD is never just one worker's subjective estimation of a task, but rather represents a composite response of "collective subjectivity" which is the preferred procedure in lieu of "objectivity". In addition, it should be noted that the most objective measure is not necessarily the most accurate measure.

The second task in the derivation of the RTD was actually writing the RTD to reflect the specific tasks in each functional grouping. In this regard, although the number of RTD writers was small, the format and criteria for an RTD were standardized to a satisfactory degree.

The next major phase of the data reduction involved the descriptive RTD information and measuring various RTD attributes. The limitations in this phase are subsumed under the descriptive information and the quantitative ratings. Since the role model was the most important element of the descriptive information, its major limitations will be noted. First, the role model was not derived from theory; rather, it was based on a panel of experts. Second, the role model has not been tested empirically. Thus, it is important to view the present role model as a heuristic schema which is useful for a number of practical applications. For example, while the roles are extremely useful in providing nominal distinctions of the data and in providing a logical organization for the Task Bank, they are not attributes of work behavior (or tasks). In fact, most work attributes are probably common to all of the roles. Consequently, until the model is tested empirically, caution should be exercised in drawing any inferences based on the model.

The quantitative ratings of RTD attributes are all ordinal ratings; therefore, all the assumptions and limitations associated with this level of measurement must be observed. The FJA scales were used since they were considered the best available scales at the time. While interval scales were desired, time and other administrative constraints rendered this an impossible task. The limitations of the FJA Scales have been documented by Wilson (1974) and will not be repeated here. The major limitation associated with the difficulty and consequence of error measures is that in their present form, they are at best, a rough measure of these attributes. On the other hand, these latter two measures should also be viewed as providing a foundation for the eventual development of interval scales, which would be a significant contribution to the field.

4) Update Requirements: In their present form, both the MMIS and the Task Bank are static systems. To remain viable, it is essential that they are updated.

5) Products Which Will Complete The System: Although neither the work moment update mechanism nor the PAQ application have actually been implemented, some initial observations can be made regarding the limitations associated with each of these additions to the methodology.

Some of the limitations common to work moment sampling assessed from its past use are as follows: (Hansen, 1960; Bonney and Streicher, 1970)

(1) Statistical concepts are more difficult to explain to management and employees,

(2) Employees may change their pattern of work in the presence of an observer,

(3) Detailed information is not a product of this method,

(4) Work moment sampling may require a lengthly sampling period,

(5) The usual one or two week sampling period does not allow for seasonal or other variation, and

(6) Self-reporting bias.

These limitations are considered minimal in terms of the proposed adaptation of this procedure in this study for the following reasons:

(1) HRS has a Planning and Evaluation section which has the responsibility for advising and educating management with regard to statistical techniques utilized by the Department. In addition, the employees involved in the study need not understand the statistical concepts involved.

(2) The nature of the work activities under investigation are such that they cannot easily be altered even though an observer may be present.

(3) Since the main purpose of the technique in this study is to update and monitor an already existing, fairly stable, core of work data, detailed information is not one of the necessary requirements.

(4) In reference to the sampling time, it is no longer (and possibly less) than that required for continuous time log reporting.

(5) Since the human service organization being sampled is relatively stable in terms of seasonal variation in work demands, this limitation is also considered minimal. Further, most of the variation which may occur is probably linked to structural or program changes which would probably not be detected by a longer sampling period. This type of variation, if it results in lasting change, will eventually be detected by the proposed use of the work moment, that is, as an on-going monitoring system.

(6) Finally, with regard to self-reporting, the proposed monitoring system is one which uses trained observers and thus eliminates the self-report bias.

The limitations associated with the proposed application of the PAQ should at this point be considered preliminary observations, given the unique nature of this proposed procedure. Some of the more important limitations are as follows:

(1) The PAQ has not had extensive use in a human service organization,

(2) The information acquired is derived indirectly from the original data source,

(3) The "generic" nature of the RTD may eliminate or obscure some setting-specific information which would be important for a comprehensive picture of the job, and

(4) There may be limitations in terms of judges (analysts), reliability, and derivation of job dimensions.

Presently these limitations are considered minimal in terms of the proposed procedure. This method has been carefully scrutinized and researched prior to its adoption. Further, it is considered to result in an important contribution to the field. Concerning the above limitations, they are considered minimal for the following reasons:

(1) Although the PAQ has not been used extensively in human service organizations, positions in these organizations were surveyed during the course of its development. Further, the PAQ was designed to transcend organizational technologies so that it approaches universality.

(2) Although the information acquired is derived indirectly from the original data source, this fact also produces a strength for the PAQ in that multi-attributed measurement of work is accomplished and certain attributes of work which are characteristic of the total job and not the product of the sum of its parts, are measured.

(3) Given that the judges utilized will be familiar with HRS and experienced in the human services, it is hoped that the generic nature of the RTDs will not have significant adverse effect in obtaining an accurate picture of the total job.

(4) With regard to limitations associated with the judges, reliability, derivation of job dimensions, and all of the other possible limitations, they are for the most part conjectural at this point. A pilot test of this procedure should provide a beginning indication of the practicality and soundness of this approach.

In concluding this section, it should be noted that it was intended (1) to assist those who are interested in job analysis in evaluating this study in terms of its utility for their own organization, (2) to define the parameters within which the results should be examined, and (3) to reinforce the notion that one must exercise caution in employing the present system in terms of being fully cognizant of the parameters which also define its capabilities. Thus while the present and projected MMIS and Task Bank need to be viewed with some reservations, at the same time they are considered to have both practical and theoretical implications in a wide range of areas. Both products are an accurate representation of what kind and how much work is performed, where, and by whom in HRS. If supported further by additional research and demonstration efforts, these products have unlimited possibilities in providing organizations with an empirical data base which can deal effectively and efficiently with the domain of human service personnel management.

IV.

PROBLEM SOLVING CAPABILITIES

This section will describe some of the current and future capabilities of the products of this study. In addition, the implications of these capabilities relative to current personnel procedures and problems (which were identified in the Problem Statement of this Report) will be discussed from both a methodological perspective and an organizational perspective.

A. Current Capabilities

While the capabilities of the current MMIS and Task Bank provide a number of alternative solutions to the personnel problems of HRS, the two areas of personnel planning and staff deployment will be examined to illustrate some of the practical features and capabilities which are possible utilizing the current products. In the area of personnel planning, it has already been stated that both personnel planners and program administrators have no access to quantitative information regarding the work performed by existing classes. Further, requests for new positions are frequently submitted before program objectives have been formulated and actual staffing needs have been ascertained. One of the key features of the MMIS is the identification of the tasks performed by workers in any of the 118 classifications studied. Thus personnel planners and program administrators can have access to detailed, task specific information regarding the existing classes (e.g., range of tasks performed, time and frequency data, biographical data, etc.). This capability provides a considerable improvement over the vague and ambiguous statements currently used in job descriptions and position questionnaires to identify duties and responsibilities. As a result, tasks can be added or deleted from current job specifications to more closely approximate organizational and worker objectives.

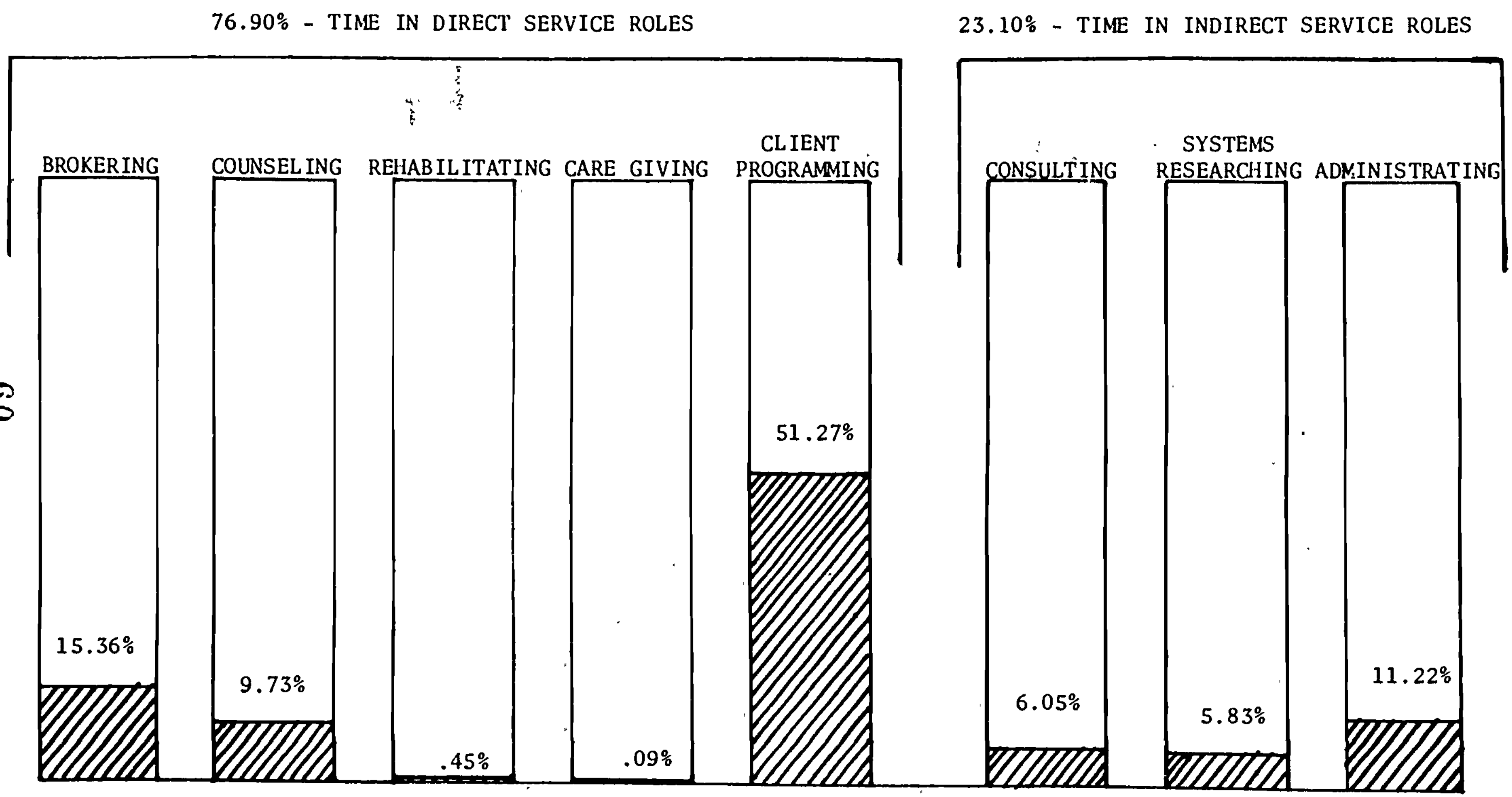
With regard to requests for new positions, the MMIS can provide program administrators with the data base to formulate "task pools". Thus, for example, the administrator might identify variables such as program objectives, target population, or work roles, which would provide the basis for retrieving the corresponding tasks from the MMIS and/or Task Bank. As a result, both the administrator and the personnel planner can select the specific tasks to be performed, evaluate the responsibilities of the proposed class, and identify the T & E requirements, etc. A process such as this would provide a beginning foundation for reducing the subjective judgments which currently are the major factor in recommendations; and would obviously improve the efficiency and effectiveness of the organization.

The second area to be discussed relates to the deployment of staff. One of the forms of the data in the current MMIS is the configuration of class work profiles in terms of roles (see Figure 3 for an example). This configuration permits administrators to assess the type and amount of activity currently carried out by their staff. The range of tasks within each role can also be evaluated to see if additional tasks should be added or deleted in order to increase organizational effectiveness and efficiency.

When administrators are confronted with the problems of staffing new service units, the task data in the MMIS can be useful in determining staffing patterns and workloads. For example, in the development of a new information and referral unit, tasks can be pulled from the MMIS related to brokering activities. Depending on the level of difficulty, consequence of error, general educational requirements, and level of worker instruction, tasks can be clustered that will be appropriate to workers responsible for intake, case finding, and referral resource development. A similar process can be used in

Figure 3

SAMPLE ROLE PROFILE (PERCENTAGE OF TIME) FOR THE SOCIAL WORKER CLASS (7505)
IN THE DIVISION OF FAMILY SERVICES



developing a new treatment program in an institutional setting. For example, the effective operation of a therapuetic community program in an institution requires a clear understanding on the part of all staff as to their roles and tasks to be performed.

Inherent in the process of staff deployment is the planning and implementation of staff training. The similarities and differences between tasks performed by workers in different service programs (e.g., public welfare and corrections) provide a data base for joint training of personnel in related service areas. The obvious secondary benefit of joint training based on the commonality of tasks is the opportunity for staff to improve communications. In so doing, there is an increased likelihood of better coordination of client referrals and follow-up as well as collaboration in case management.

The current capabilities of the MMIS also include the use of task time and frequency data as a basis for setting performance standards and expectations related to the time it should take the workers to perform certain activities. In a similar fashion, the data on task difficulty will begin to assist supervisors and workers in reaching a clearer understanding of the demands on the abilities of the worker. More difficult tasks may require further training, supervisory assistance, or reassignment to workers with the appropriate training. The current MMIS can also provide a partial data base for evaluating salary discrepancies. Tasks requiring higher degrees of difficulty and levels of educational preparation can be identified in the data system and can serve as one limited consideration in salary administration. Further study will be needed in order to more carefully determine the relationship between tasks performed, educational background and job market factors.

Finally the current MMIS provides the initial capability for understanding some of the relationships between and among the various classes. For example, inter-class comparisons may be based on (a) task profiles (frequency and time), (b) kinds of tasks performed, (c) task variety, and (d) task attribute data in the Task Bank. Ultimately, this provides the capability of reducing the number of classifications in the Department; however, this process is more fully developed in the "Future Capabilities" section through the application of the PAQ. In concluding this section, it should again be stated that all of the above are simply illustrations of some of the capabilities of the products in their current form.

B. Future Capabilities

When the MMIS is completed, it will also include an update/monitoring system and a data system for grouping classes together into basic job families in terms of their similarities as based on the PAQ data. These job families make it possible to consolidate the existing number of classifications through the identification of the patterns of work functions that comprise each such job family. In the case of HRS, these job families will probably cut across Divisions and will, therefore, each include substantively different class titles which are in fact functionally similar.

With these two additions, the potential capabilities of the Manpower Management Information System (MMIS) are considerable. In addition to personnel process capabilities, the system can be utilized as a planning/management tool for program development purposes. For example, staffing requirements related to the deployment of new service units can be projected relative to the number and types of employees needed. By identifying the proposed objectives of the unit, type of consumers served, and consumer flow, tasks pertaining to the operation of the proposed unit can be retrieved from the MMIS and compared to existing task/class profiles (also contained in the MMIS). Since the existing task/class profiles have data associated with worker characteristics, PAQ dimensions, etc., this comparison of profiles (proposed vs. existing) can be used to determine the types of employees needed. Time duration data for tasks would then be used to project the number of personnel needed. However, aside from program development capabilities, the MMIS also has potential capabilities with regard to entrance examinations and Departmental staff development programs, which will be addressed in the remainder of this section.

The MMIS designed for HRS provides a data base which will allow the organization to make sound management decisions in various aspects of manpower planning and policy development. Currently, human service organizations, including HRS in Florida, rely primarily on outdated, biased, and inadequate qualifying examinations or equally poor, ill-defined training and experience (T & E) requirements as sole selection criteria for their work force. This is due primarily to grossly inadequate predictive measures. This places the organization in a position of heavy reliance on an equally inadequate staff development system -- inadequate due to the lack of a data base to be utilized in assessing training needs, defining functionally appropriate training content, and measuring training impact. Deployment strategies are generally based on matching whoever is available with vacant slots, and employee evaluations generally have little, if anything, to do with actual work requirements or agency objectives. Ultimately, the result is often to hire an individual trained to do something else (or not trained at all), inadequately prepare him for job responsibility in the organization, deploy him with little assessment of capabilities, and evaluate him based on a set of criteria that have little to do with his job function. This is both nonproductive and potentially discriminatory. It is also avoidable when an organization has access to an MMIS such as the one developed in Florida.

The Florida MMIS will also serve as a viable mechanism for building career opportunities and mobility because the MMIS is based on job and worker characteristics. It relies on the nature of work function, job attributes, and functional knowledge and skills requirements to define job similarities and dissimilarities and, consequently, the required network of career options. It does not guarantee mobility for any given worker, but creates a system of alternate opportunities.

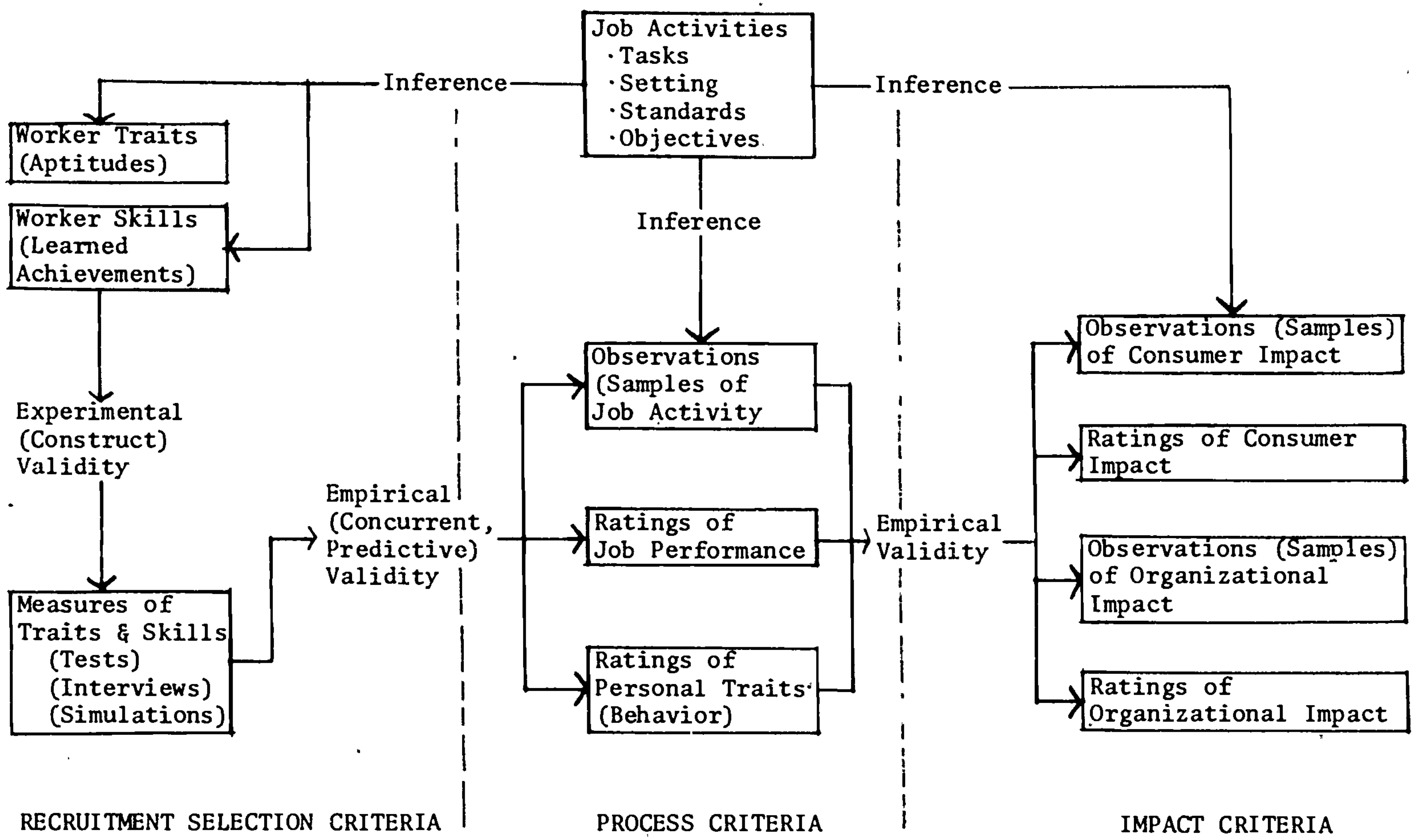
1) A PROTOTYPE PERSONNEL PERFORMANCE SYSTEM

The MMIS already contains a substantial part of the requisites for a prototype personnel performance system for HRS. Worker traits (aptitudes) have been inferred through the application of the FJA scales (contained in the Task Bank) such as the Worker Function Scales, and the Scales of General Educational Development. Worker skills (i.e., the ability to perform specified actions) can also be inferred from the Task Bank data (in this study, "functional" worker skills and knowledge were inferred from "substantive areas"). Based on the identification of worker traits and worker skills, measurements of traits and skills (e.g., tests, interviews, simulations) can be designed in order to predict the probability of satisfactory/unsatisfactory worker performance. Observations of job activity (e.g., work moment sampling), ratings of job performance, and ratings of personal traits can be used to determine the predictive validity of the performance (traits and skills) measurements. (See Figure 4)

It is also necessary to analyze ratings of job performance and ratings of worker traits. In order to do this rating criteria need to be established for supervisory assessment based on the task requisites supplied by the MMIS. In addition to displayed behavior reflecting required worker traits and skills, other rating components need to be designed reflecting quantitative measures. For example, one of the outputs of the MMIS is time standards for task performance. This needs to be reflected in job performance ratings along with

Figure 4

A PROTOTYPE FOR DESIGNING A PERSONNEL PERFORMANCE EVALUATION SYSTEM



other quantitative measures, such as amount of work processed, error occurrence, and expressed dissatisfactions of actions (consumer complaints).

In addition to assessing worker activity from an organizational perspective, the same worker activity would need to be assessed from a consumer impact perspective. This would provide an additional measure of predictive validity related specifically to the ultimate purpose or output of worker actions -- the effect on the consumer. As in observations of job activity, observations of consumer impact can be effected through random moment sampling or longitudinal studies. Additionally, case record analysis (utilizing HEW Goal Oriented Social Services reporting system), and/or consumer impact survey techniques can be utilized to develop rating techniques for consumer impact.

Impact criteria must also be viewed from an organizational perspective (e.g., what is the relationship of worker performance to the attainment of organizational objectives?). Consequently, observations of organizational impact can be made through a process of matching the tasks performed by the workers in question to the organizational objectives of their operational units. This provides an additional index of effective work performance that relates specifically to whether or not worker output is accomplishing the goals of the organization.

Finally, in addition to the predictive measurements previously described which would yield new methods for recruiting, selecting, deploying and evaluating staff, other predictive indices can be developed that relate to the biographical characteristics of workers. The MMIS contains thirty-four biographical variables for the population sampled. These biographical characteristics and/or additional characteristics can be correlated with screening test scores, performance ratings, and impact ratings to produce another predictive index. Biographical characteristics can also be correlated with structural variables to produce more efficient deployment methods (e.g., worker characteristics best suited for different kinds of program areas or work settings).

2) A PROTOTYPE STAFF DEVELOPMENT PLANNING SYSTEM

The development of job families will provide trainers with a data base for developing training programs based upon the clustering of tasks within each job family. Tasks can be clustered by role (e.g., brokering, client programming) or by task data, such as difficulty; orientation to data, people or things; or educational level, etc. The tasks in each job family will represent core tasks (i.e., those tasks considered to be the central and pervasive theme of the job) and connecting tasks (i.e., those tasks which could serve as links between job families). See Volume 2 of this Report for a discussion of some additional potentials for the use of tasks in the design of training content.

Based upon job family design and the clustering of tasks, evaluative criteria would need to be developed to assess the academic background (content as opposed to degree) or learned achievements of workers. This could be accomplished by correlating specified task data (knowledge, skills, general educational development), already contained in the MMIS, with existing human service curriculum content. It would also be necessary to develop evaluative criteria that could be utilized to assess work experience backgrounds (displayed behaviors of competency). This could be accomplished by identifying the tasks previously performed by any given worker in a service or program area which can be retrieved from the MMIS. Performance testing instruments would also need to be developed to validate the ratings of academic and work experience background.

Ultimately, job mobility would be accomplished as workers master the task requirements of one job family and move on to another job family. This proposed mobility system is competency-based in that it relies on measured performance for mobility purposes. It does, however, also rely on the assessment of academic and work experience backgrounds so that mobility occurs as a result of any combination of three alternatives (performance, experience, and training). (See Figure 5)

C. Implications

The implications of the proposed prototype personnel system and staff development system are significant from both a methodological perspective and an organizational perspective. Methodologically, the proposed systems offer an empirically based alternative to current personnel procedures in the following areas:

(1) Recruitment - Current recruitment strategies and procedures are generally inoperable or non-existent in that desirable learned achievements and aptitudes are either assumed to be products of academic degrees and advertised thusly, or are not part of the recruitment program at all since it is assumed that the merit exam will "wash out undesirables". The proposed prototype personnel system provides the organization with recruitment devices that can be used as pre-screening mechanisms to identify potentially productive staff.

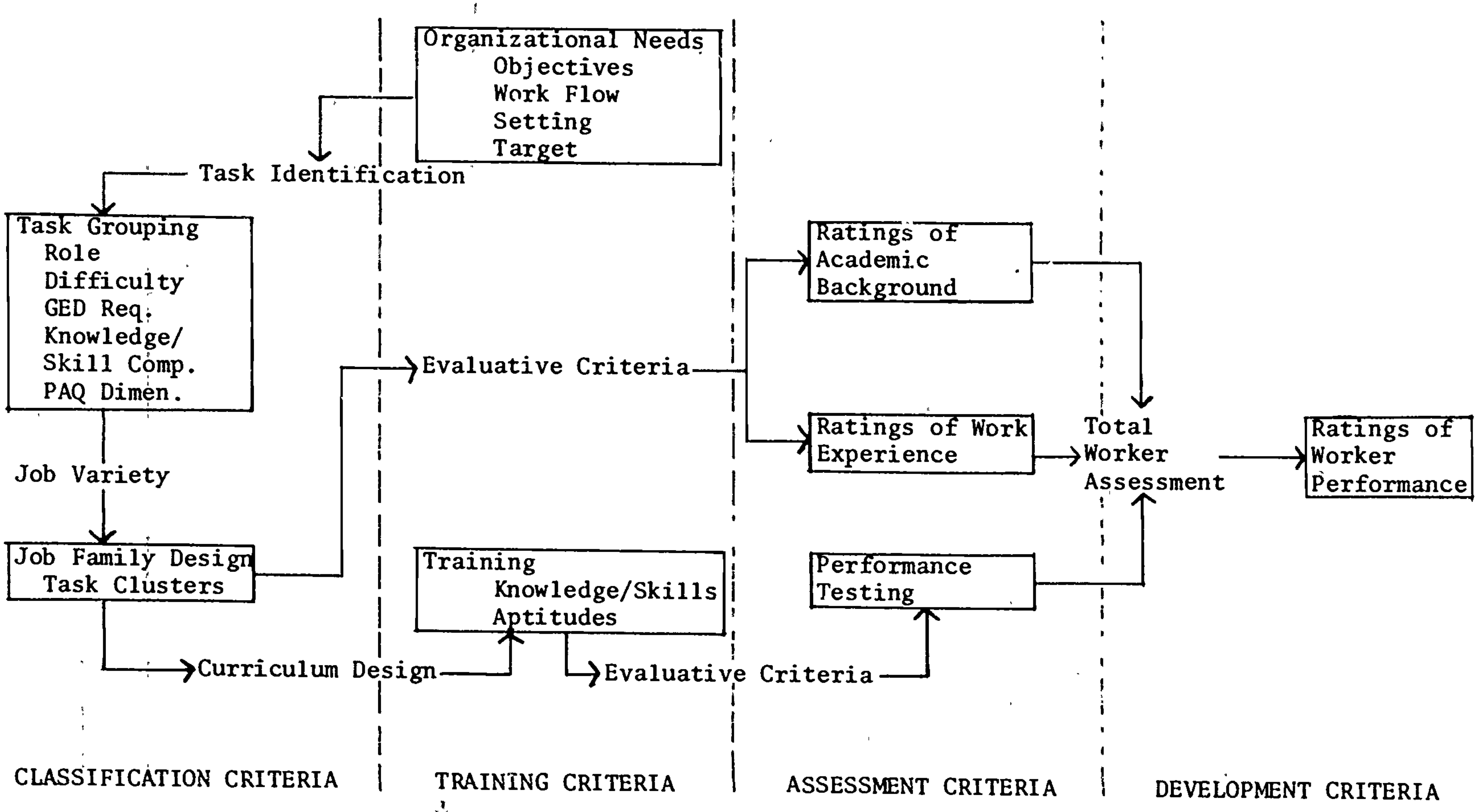
(2) Screening - Outdated, poorly constructed merit exams or non-specific training and experience standards are the only screening devices currently employed by human service organizations. Consequently, good "test takers" with broad educational backgrounds and specialized degree holders are generally those screened into the organization. Minority group biases are blatantly apparent in these procedures. The proposed prototype personnel system offers the alternative of performance based measurement as a screen in/screen out procedure.

(3) Training - Once employed, it is generally assumed that an employee knows everything he needs to know or that he knows nothing -- generally based upon degree held/not held. The in-service training received is rarely drawn from an empirical data base but from subjective impressions of need made by the trainers, often with considerable professional bias. The proposed staff development system offers the alternative of empirically based competency assessment, and training design related directly to performance testing.

(4) Deployment - Current deployment strategies are generally based on vacancy demands rather than work requirement/competency correlations. Inefficient deployment often results in placing employees in the wrong job, or in dead-end jobs. The proposed prototype personnel performance and staff development systems provide both for an assessment of worker ability related to work requirements and for deployment into alternative career streams.

Figure 5

A PROTOTYPE FOR STAFF DEVELOPMENT PLANNING



(5) Evaluation - Along with screening devices, evaluation is possibly the most ill-conceived and inefficient component of the personnel process. Generally, only worker traits (and usually the wrong ones) are evaluated. The proposed prototype personnel system provides for worker evaluation at three levels -- significant job related aptitudes, displayed behaviors of competent job performance (process criteria), and contribution to organizational/consumer objectives (impact criteria) -- all effected through technically sound rating criteria.

From the organizational perspective, the proposed prototype personnel performance and staff development systems offer the organization alternatives to inefficient operation and ineffectual career design. Currently, the personnel operations of many human service organizations are indefensible relative to cost benefits and are recognized as not optimally benefiting the organization as administrative staff support units.

Job dissatisfaction, high turnover rates, incompetent personnel and low morale due to lack of career alternatives continue to plague human service organizations. The inability to effectively manage the technological problems of the system also seriously impedes any progress toward creating a viable career system embracing both vertical and horizontal mobility patterns. The proposed technological improvements have political ramifications relative to creating both a conducive atmosphere and an organizational capability to confront the complex problems of career system design.

Also in the organizational sphere two problem areas continue to be a source of concern for human service organizations -- equal opportunity employment and collective bargaining. Problems associated with minority recruitment and hiring are seriously compounded by the technological and organizational problems described in this Report. It has aptly been summed up as -- "A poor merit exam translated into Spanish is still a poor merit exam." Discrimination problems are grossly magnified throughout all parts of the system in like manner.

Collective bargaining with newly established public sector unions is creating new problems for human service organizations. The ability to effectively and fairly negotiate with unions over grievances associated with poor merit exams, inequitable performance evaluations, lack of career opportunities, etc., is seriously complicated in part by the fact that both human service management and labor have an extremely limited data base on which to substantiate bargaining positions and in part by either ineffective, inoperable or non-existent career mobility systems.

The development of the proposed prototype personnel performance and staff development systems should provide both a sound methodological base and a politically feasible base to conduct the business of the organization in an efficient manner, to provide maximum career opportunities to workers, and to provide the necessary empirical data for dealing with the serious and complex problems of equal employment opportunities and collective bargaining.

V.

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APPENDICES

APPENDIX A

POPULATION AND SAMPLE INFORMATION

DIVISION	CLASS ID#	AND CLASS TITLE*	POPULATION	MINIMUM SUGGESTED SAMPLE	SAMPLE
MR	4113	Social Service Worker	82	9	9
VR	4113	Social Service Worker	17	6	3
MH	4113	Social Service Worker	23.5	6	5
MR	4115	Social Service Director	15	6	3
YS	4115*	Social Service Director	6	4	0
MH	4121*	Clinical Social Worker I	21	6	3
YS	4121*	Clinical Social Worker I	6	4	0
MH	4122	Clinical Social Worker II	25	6	6
MR	4122*	Clinical Social Worker II	11	5	2
H	4122*	Clinical Social Worker II	12	5	2
H	4123	Clinical Social Worker III	3	3	2
MH	4123*	Clinical Social Worker III	8	5	3
MH	4127*	Clinical Social Services Director	6	4	3
H	4127*	Clinical Social Services Director	9	5	1
MH	4131*	Mental Health Representative	28	7	6
MH	4201	Rehabilitation Technician	10	5	5
MR	4201	Rehabilitation Technician	20	6	6
H	4224	Community Health Worker	200	11	11
H	4226	Health Field Worker I	63	8	4
H	4227*	Health Field Worker II	36	7	4
H	4228*	Health Field Worker III	7	5	1
MH	4409	Psychiatric Aide	2192	21	21
MH	4411	Charge Aide	922	16	16
MH	4413*	Ward Supervisor	60	8	5
H	4446*	Home Health Aide	55	8	2
MR	5001	Cottage Parent	1219	18	18
MR	5003	Cottage Supervisor I	823	16	14
MR	5004	Cottage Supervisor II	139	10	10
MR	5007*	Cottage Group Shift Supervisor I	6	4	2
MR	5008*	Cottage Group Shift Supervisor II	22	6	4
MR	5009*	Cottage Group Shift Supervisor III	4	4	0
MR	5012*	In-service Training Instructor	15	6	5
MR	5013	Resident Life Assistant	713	15	15
MR	5015	Resident Training Instructor	320	12	12
MR	5016*	Cottage Training Supervisor	3	3	0
MR	5021	Cottage Life Director - Retardation	4	4	3
MR	5025	Assistant Superintendent - Retardation	1	1	1
MR	5027*	Superintendent II - Retardation	3	3	1
MR	5032	Regional Retardation Director II	2	2	2
MR	5033*	Regional Retardation Director III	6	4	1

* Indicates undersampling

DIVISION	CLASS ID# AND CLASS TITLE		POPULATION	MINIMUM SUGGESTED SAMPLE	SAMPLE
MR	5047	Community Services Field Rep. - Retardation	22	6	5
MR	5064*	Behavioral Program Associate	51	8	4
MR	5066*	Behavioral Program Specialist	11	5	4
MR	5069	Behavioral Program Supervisor	2	2	2
C	5101	Correctional Officer I	953	17	17
C	5102	Correctional Officer II	208	11	9
C	5103*	Correctional Officer III	70	8	5
C	5106*	Correctional Officer Chief I	9	5	0
C	5107	Correctional Officer Chief II	2	2	1
C	5111	Road Prison Officer I	128	10	6
C	5112*	Road Prison Officer II	29	7	2
C	5113*	Road Prison Officer III	17	6	2
C	5116*	Road Prison Officer Chief	16	6	2
C	5131	Inmate Classification Specialist I	36	7	7
C	5135*	Inmate Classification Supervisor I	10	5	3
C	5136*	Inmate Classification Supervisor II	3	3	2
C	5142	Assistant Superintendent II-DC	2	2	2
C	5146*	Superintendent I-DC	2	2	1
C	5148	Superintendent III-DC	1	1	1
C	5149	Superintendent IV-DC	2	2	1
C	5155	Correctional Counselor I	99	9	9
C	5156*	Correctional Counselor II	18	6	2
C	5157*	Correctional Counselor III	15	6	3
C	5159*	Correctional Counselor Chief II	16	6	4
YS	5301	Houseparent	304	12	12
YS	5302	Houseparent Supervisor	60	8	4
YS	5305	Home-Life Supervisor	30	7	4
YS	5310*	Cottage Life Director - DYS	6	4	1
YS	5332*	Superintendent I - DYS	2	2	1
YS	5333*	Superintendent II - DYS	2	2	0
YS	5339	Field Services Youth Counselor I	324	12	12
YS	5340	Field Services Youth Counselor II	417	13	13
YS	5342	Field Services Counselor Supervisor	129	10	10
YS	5343*	Assistant Field Services District Supervisor	18	6	1
YS	5346*	Field Services District Supervisor III	10	5	2
YS	5347*	Field Services District Supervisor IV	5	4	0
YS	5354*	Assistant Group Treatment Leader	22	6	2
YS	5355*	Group Treatment Leader	26	6	3
YS	5356*	Group Treatment Facility Supervisor	18	6	2

* Indicates undersampling

APPENDIX A (continued)

DIVISION	CLASS ID# AND CLASS TITLE*		POPULATION	MINIMUM SUGGESTED SAMPLE	SAMPLE
YS	5359*	Assistant Halfway House Superintendent	23	6	2
YS	5360*	Halfway House Superintendent	23	6	2
YS	5361*	Complex Administrator - DYS	4	4	1
YS	5365*	Community Services Field Rep.	5	4	1
YS	5380*	Group Treatment Home Parent I	6	4	2
YS	5382*	Group Treatment Home Parent II	6	4	0
YS	5384*	Group Treatment Home Parent III	6	4	1
YS	5391*	Field Services Regional Supervisor II	6	4	1
MR	5611*	Volunteer Services Coordinator I	3	4	2
MH	5611	Volunteer Services Coordinator I	1	1	1
MR	5612	Volunteer Services Coordinator II	1	1	1
MH	5612*	Volunteer Services Coordinator II	2	2	1
MR	6047	In-service Training Coordinator	3	3	3
YS	6047*	In-service Training Coordinator	4	4	1
VR	6096*	Instructor I - Blind	8	5	3
VR	6097*	Instructor II - Blind	3	3	2
VR	7001	Vocational Rehabilitation Counselor I	22	2	1
VR	7002	Vocational Rehabilitation Counselor II	475	14	14
VR	7005*	Vocational Rehabilitation Suprvng. Counselor	86	9	8
VR	7009*	Vocational Rehabilitation District Suprv.	10	5	1
VR	7011*	Vocational Rehabilitation District Dir. I	7	5	4
VR	7012	Vocational Rehabilitation District Dir. II	8	5	4
VR	7013*	Vocational Rehabilitation District Dir. III	3	3	2
MH	7025*	Field Representative - Alcohol Rehabilitation	14	6	3
MH	7076	Vocational Placement Counselor I	1	1	1
MR	7076	Vocational Placement Counselor I	2	2	2
MR	7077*	Vocational Placement Counselor II	8	5	2
FS	7501	Social Work Assistant	326	12	12
FS	7503	Family Services Aide	355	13	13
FS	7505	Social Worker	2331.5	22	22
FS	7507	Caseworker	45.5	7	7
FS	7509	Casework Supervisor	63	8	8
FS	7511	Family and Children's Supervisor I	318	12	12
FS	7512	Family and Children's Supervisor II	109	9	9
FS	7515*	Assistant Family Services District Adm.	22	6	2
FS	7518*	Family Services Regional Director I	22	6	2

* Indicates Undersampling

APPENDIX A (continued)

DIVISION	CLASS ID# AND CLASS TITLE*		POPULATION	MINIMUM SUGGESTED SAMPLE	SAMPLE
VR	7052	Vocational Rehabilitation District Supervisor - Blind	2	2	0
H	4121*	Clinical Social Worker I	7	5	0
C	5147	Superintendent II	1	1	0
TOTALS:			14554.5	747	525

DIVISION CODE:

MR = Mental Retardation
VR = Vocational Rehabilitation
MH = Mental Health
YS = Youth Services
H = Health
C = Corrections
FS = Family Services

* Indicates undersampling

APPENDIX B

INFORMATION INCLUDED IN THE BIOGRAPHICAL QUESTIONNAIRE[1]

1. Division of DHRS
2. Program area
3. Classification
4. Shift
5. Setting (institution or community)
6. Age
7. Sex
8. Race
9. Length of employment in division
10. Number of DHRS divisions previously employed with
11. Previous employment in Division of Mental Health
12. " " " " " Retardation
13. " " " " " Health
14. " " " " " Corrections
15. " " " " " Youth Services
16. " " " " " Vocational Rehabilitation
17. " " " " " Family Services
18. " " " " " Aging
19. " " " " " Children's Medical Services
20. " " " " " Administrative Services
21. " " " " " Planning and Evaluation
22. Length of Employment in Present Position
23. Highest grade completed
24. Highest degree received
25. Enrollment in community college, vocational, or university courses
26. Perceived relationship between (written) classification specification (job description) and job complexity
27. Expectations for promotion (in terms of time)
28. Participation in training to update skills (beyond orientation)
29. Participation in training for job duty change
30. Hierarchical position (direct service, supervisor, or line administrator)
31. County of employment
32. Urbanity of county of employment
33. Paygrade of classification
34. Type of entrance requirements for classification (i.e., entrance exam required, training and experience requirements, or non-competitive class)

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[1]A codebook for this questionnaire is contained in the User's Technical Manual to the MMIS, which is a supplementary volume to this Report.

APPENDIX C

WORK DIARY INSTRUMENT

INSTRUCTIONS FOR USING THE WORK DIARY

Enclosed in this envelope, you will find a packet of data cards like the following illustration:

A. Code Number ______________________ B. Circle Day 1 2 3 4 5

Column 1 What Work Did You Do? (Activity)	Column 2 To Accomplish What? (Result)	Column 3 Time Spent (Minutes)

C.

You will be using these cards over the next five (5) working days to record what you do on your job. On each card there are three (3) important things for you to do. They are marked A, B, and C on the card above and each will be discussed in the following paragraphs.

A. Enter Code Number ______________
B. Circle Day 1 2 3 4 5
C. Enter Task Statement

A. Code Number

Enter here the number you were assigned for identification purposes during this survey. PLEASE CHECK TO MAKE SURE YOUR NUMBER APPEARS ON EACH CARD. This code number is written on the envelope containing the work report cards.

B. Day

We are interested in your next five (5) working days, and you should circle them in that sequence. All cards completed on Day 1 should have 1 circled, cards completed on Day 2 should have 2 circled, etc.

C. Writing the Task Statement

The purpose of writing the task statement is to tell us, in a structured manner, what you did, what you accomplished, and how long it took you to do it. The space for entering the task is divided into these three areas. PLEASE ENTER ONE TASK ONLY ON EACH CARD, HOWEVER, COMPLETE A CARD FOR EACH AND EVERY TASK YOU PERFORM, EVEN THOUGH YOU MAY PERFORM SOME TASKS SEVERAL TIMES A DAY.

Appendix C (continued)

Column 1 - What Work Did You Do? (Activity)

In this column you should list the specific activity you performed. For example, if you listed - "worked with patient" - this does not give a clear picture of what was done. Instead, you might list - "discussed personal problems with patient" - or - "helped patient get dressed" - to give a clearer picture of what you did in your work activity.

Column 2 - In Order To Accomplish What? (Result)

In this column you should list the result or what you were trying to accomplish by the activity you listed in Column 1. Every activity that you perform has an outcome or result. For example, if you listed in Column 1 that you - "wrote a report on a patient's progress" - then you would list in Column 2 what you accomplished by that activity, perhaps something like - "to be included in a discharge summary". Please do not list such things as - "to carry out my supervisor's instructions" - or - "to fulfill the requirements of my job" - in Column 2, since these statements do not describe what you accomplished, only that you were following instructions of some kind.

Column 3 - Time Spent (Minutes)

In this column you should list how many minutes you spent performing each task. For example, if you performed an activity that took about one (1) hour, you should list a 60 in Column 3.

* * * * * * * * * * * * * * * *

The following are some examples of completed task cards. One is not correct and one is correct. Look them over carefully.

The following is an example of how a task card should NOT be filled out:

Code Number ____________________ Circle Day 1 2 3 4 5

Code Not Entered ↗ Day Not Circled ↗

What Work Did You Do? (Activity)	To Accomplish What? (Result)	Time Spent (Minutes)
Worked with patients	According to my supervisor's instructions.	
THIS IS NOT SPECIFIC - THIS DOES NOT SAY WHAT ACTION WAS TAKEN.	THIS DOES NOT SAY WHAT WAS ACCOMPLISHED - ONLY THAT YOU WERE FOLLOWING INSTRUCTIONS.	TIME IN MINUTES NOT FILLED IN.

Appendix C (continued)

The following is an example of how a task card should be filled out:

Code Number 0000 Circle Day 1 2 3 4 5

What Work Did You Do? (Activity)	To Accomplish What? (Result)	Time Spent (Minutes)
Made appointment for patient at health clinic	To receive polio vaccine	10
GOOD! THIS SAYS EXACTLY WHAT YOU DID.	GOOD! THIS SAYS EXACTLY WHAT WAS ACCOMPLISHED.	O.K.

Note: The examples here relate to the activities of workers who have responsibility for direct work with patients.[1] Supervisors and administrators would record different activities and results. For example, an administrator might say - "conducted staff meeting" --- "to inform staff of new birth control program".

[1]The respondents were given appropriate examples to correspond with the consumers served by their Division (i.e., clients, patients, residents, or inmates).

APPENDIX D

RTD LISTING BY ROLE AND SUBSTANTIVE AREA

FUNCTION=LINKAGE

ROLE	SUBSTANTIVE AREAS	RTD SEQUENCE
01= Broker	01= Arranging consumer services	001-013
02= Consumer Advocating	01= Pleading/advocating for individual consumer's interests	014-015

FUNCTION=MOBILIZATION

ROLE	SUBSTANTIVE AREAS	RTD SEQUENCE
03= Activating	01= Developing resources and support for consumers and social services	016-021
04= Systems Advocating	01= Generating support for service system change, adjustment, modification	022

FUNCTION=COUNSELING

ROLE	SUBSTANTIVE AREAS	RTD SEQUENCE
05= Counseling	01= Guiding and advising consumers	023-039
	02= Coaching and training consumers	040-065
06= Consulting	01= Training staff and lay people	066-080
	02= Exchanging knowledge and advice with colleagues	081-084

FUNCTION=TREATMENT

ROLE	SUBSTANTIVE AREAS	RTD SEQUENCE
07= Rehabilitating . . .	01= Providing behavior treatment (therapy) to dysfunctioning consumers	085-094
08= Care Giving	01- Regulating consumer activities	095-106
	02- Providing medical assistance and physical/ medical treatment for consumers	107-116
	03= Providing daily living care for consumers . . .	117-149

FUNCTION=ADMINISTRATION

ROLE	SUBSTANTIVE AREAS	RTD SEQUENCE
09= Client Programming .	01= Collecting and recording consumer information	150-172
	02- Planning and authorizing consumer services.	173-187
	03= Evaluating and processing consumer information	188-201
10= Systems Researching .	01= Collecting, organizing and reporting operational information	202-216
11= Administrating . . .	01= Coordinating administrative matters . . .	217-243
	02= Planning administrative activities	244-254
	03= Managing the personnel process	255-287
	04= Managing and monitoring operational procedures	288-314
	05= Carrying out support activities	315-358

01 BROKERING

0101 Arranging Consumer Services

001 Explains program, policy or procedural matters to consumers, relations or call ins who request general program related information in order to interpret agency operations or procedures.

002 Informs person(s) of services and/or locations of specific community resource(s) in order to promote utilization of appropriate resources (doctor's lists, nursing home lists).

003 Explains to applicant eligibility factors during personal visit, telephone conversation or written communication, supplying forms or application in order to identify required documentation.

004 Drafts letter, memo or standard referral form using knowledge of consumer situation and service delivery system in order to link a consumer with an appropriate service resource.

005 Discusses case situation with service resource representative (including relation or potential employer), requesting a commitment of assistance in order to arrange for specific services.

006 Discusses problem situation (emotional, medical, administrative, etc.) with present or potential service consumer, during office visit or conversation (phone or casual), using knowledge of service resources, advising consumers of availability of resources in order to refer same (usually verbally) to appropriate resource.

007 Informs consumer of appointment between consumer (or relation) and worker or other service delivery persons using telephone, letter, home visit, or P.A. system in order to schedule (or reschedule) appointment.

008 Discusses case situation with service representative (initiating the linkage of a consumer with an appropriate resource) in order to arrange an appointment for services.

009 Identifies potential service consumers during phone conversations and personal visits with consumers (collaterals) informing same of services offered in order to initiate referral. (Primarily VD contact location.)

010 Questions consumer (or relation) determining why appointment was missed in order to reschedule appointment.

011 Discusses scheduled appointment with consumer in order to remind same of appointment.

012 Transports consumer to specific destination(s) using public or private vehicle in order to link consumer with service or treatment resource.

013 Arranges transportation for consumer with appropriate resource representative using telephone or routine referral procedure in order to provide transportation for consumer to service or treatment resource.

02 CLIENT ADVOCATING

0201 Pleading/advocating for individual consumer's interests

014 Confers with service system colleague, reviewing service specific action in process in order to influence more favorable decision for consumer.

015 Discusses consumer needs with relation (or landlord) regarding consumer deficiency in order to influence favorable action for consumer.

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03 ACTIVATING

0301 Developing Resources And Support For Consumers And Social Services

016 Reads classified advertisments in order to determine job leads for service consumers.

017 Discusses job vacancies with employers (or employment office personnel) in order to determine job leads for service consumers.

018 Discusses positions with employers in order to develop jobs for service consumers.

019 Discusses service program with potential provider(s) in order to develop providers (sponsors, volunteers, etc.).

020 Discusses plan (or ideas) for non-existent service with service system colleague(s) (or lay individuals), encouraging support of plan, in order to develop support for (or plan) new services.

021 Describes unmet service need (and proposes plan) to legislator, using telephone, personal visit or written communication, in order to marshal legislative support.

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04 SYSTEMS ADVOCATING

0401 Generating Support For Service System Change, Adjustment, Modification

022 Proposes (promotes) program expansion (or development) plan to service system colleague in order to marshal needed support to initiate change strategy.

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05 COUNSELING

0501 Guiding And Advising Consumers

023 Advises consumer using telephone, personal visit or written correspondence in order to motivate consumer to follow through on referral.

05 COUNSELING (cont.)

024 Counsels/talks with consumer(s) or relative, preventing undesirable behavior when necessary, in order to motivate same toward acceptable (responsible) behavior. (Aspects of social control, i.e. family planning, runaway prevention, etc.)

025 Informs consumer of the results of medically related tests or problems, explaining implications, in order to discuss (explore) indicated follow-up.

026 Talks with consumer (or relation), exploring problems, answering questions when necessary, in order to calm same (allay fears, release anxiety, reassure, support).

027 Informs (notifies) consumer (or relation) of consumer's status (or case plan) when necessary, by letter, phone or personal visit, in order to supply relevant information.

028 Discusses aspect of administration of treatment (or treatment plan or program) with consumer (and/or relation) informing, clarifying, briefing, debriefing or answering questions in order to promote understanding (or allay fears).

029 Counsels (interacts) with consumer, establishing helping relationship, in order to develop self-esteem.

030 Counsels consumer with specified problem, (personal crisis, job, program, etc.), answering questions when necessary, offering advice when indicated, in order to resolve problem (or develop plan to resolve problem).

031 Discusses individual performance with consumer(s), promoting two-way feedback in order to promote mutual understanding of individual (or group) status.

032 Counsels consumer, informing consumer of consequences of activities or behavior, in order to enforce rules and regulations (corrective counseling).

033 Counsels consumer, indicating individual deficiency or problem, in order to promote/encourage adjustment (or "responsible" behavior).

034 Intervenes (counsels, warns, separates, etc.) in dispute between consumers in order to reestablish order (prevent disorder).

035 Mediates in problem situation between consumers (or between consumer and agency, agency representative or vendor), clarifying issues, in order to derive satisfactory solution.

036 Counsels with consumer (regarding undefined personal problems), defining needs, articulating problems, answering questions, in order to resolve problem (or begin resolution of problem.)

037 Advises service consumer (regarding anticipated service events or specific community resources) in order to prepare consumer for service episode.

038 Counsels parent (or foster parent) regarding child(ren), using knowledge of human behavior and child management techniques, advising same when indicated, in order to communicate specific technique.

05 COUNSELING (cont.)

039 Attends group meeting (house meeting, ward meeting, peer court, group counseling, etc.) in order to learn consumers' needs (or common problem).

0502 Coaching and Training Consumers

040 Explains rules (or program or agreement) to consumer(s) (often new), answering questions when asked, in order to orient (or reorient) same to a particular program.

041 Trains consumer(s) in mealtime self-help skills (food preparation, eating, decorum, clean-up, etc.), in order to develop independent mealtime skills.

042 Trains consumers to brush their teeth in order to develop independent dental hygiene skills.

043 Trains consumers in personal grooming techniques (hair brushing, nail clipping, shaving, etc.), in order to develop independent grooming skills.

044 Trains consumers in dressing (and clothing selection and care), using learning programs when appropriate, in order to develop independent kempt skills.

045 Trains consumers in washing and bathing routines in order to develop independent body hygiene skills.

046 Trains consumers in housekeeping skills (cleaning, bed making, etc.), in order to develop independent housekeeping skills.

047 Teaches consumers skills relating to money (recognition, budget, etc.), using learning programs when appropriate, in order to develop concepts of money and money management.

048 Teaches consumer(s) coordination (or manipulation), using learning programs when appropriate, in order to develop basic motor skills.

049 Teaches consumer(s) appropriate responses to verbal commands (decorum), using learning programs or films when appropriate, in order to develop basic response skills.

050 Trains consumers in toileting routines, awaking same when necessary, ushering same to toilet when necessary, in order to develop elimination control (and comfort).

051 Teaches consumer(s) personal mobility skills, accompanying consumers on routine excursions when appropriate, in order to develop independent plasticity.

052 Trains consumer in appropriate behavior (sitting, keeping clothing on, etc.) in order to develop basic behavioral skills.

053 Teaches consumers in small group, using learning program when appropriate, in order to develop basic socialization (independence) skills.

05 COUNSELING (cont.)

054 Trains consumer(s) in appropriate behaviors, while on structured recreational activity in order to teach proper behavior (stimulate consumers).

055 Teaches consumer(s) abstraction (or sign communication), using learning programs when appropriate, in order to develop communication skills.

056 Teaches consumer(s) recognition, sharing, manipulation skills in small group (play) environment, using crayons, puzzles, blocks, toys, etc., in order to develop basic skills.

057 Teaches consumer(s) identification of body parts (knee, foot, shoulder, etc.) using learning programs when appropriate, in order to develop body awareness (knowledge of body parts).

058 Teaches consumer(s) writing (parts of speech and/or composition) in order to develop communication skills.

059 Teaches consumer(s) (word recognition, spelling, etc.) in order to develop communication skills.

060 Teaches consumer(s) arithmetic (including number recognition, counting, addition, division, etc.), using abacus or coins when appropriate, in order to develop computational skills.

061 Teaches consumer(s) concept of time, (including telling time, day and date) in order to develop perceptual skills.

062 Tutors consumer(s) doing homework, accommodating individual needs, in order to teach academic skills.

063 Teaches singing (choir) to group of consumers, singing for audiences on occasion, in order to develop musical skills (or group participation).

064 Supervises consumer(s) work (or chores), instructing same in methods or procedures when appropriate, in order to promote effective work habits.

065 Teaches consumers the use of tools (or machinery) for completion of various individual craft projects in order to develop industrial (mechanical skills).

06 CONSULTING

0601 Training Staff and Lay People

066 Teaches group of trainees (employees or students) in classroom or laboratory setting, according to training plan, in order to increase knowledge (or skills) of staff.

067 Explains program(s) to visitors while on tour, in order to orient visitors to agency.

068 Explains social program to lay individual(s) in order to inform same of program (from office meeting to TV interviews).

06 CONSULTING (cont.)

069 Discusses pre-service quiz results with trainee in order to provide remedial instruction before deployment on job.

070 Trains dogs in order to prepare animals for guard duty.

071 Attends training session (class, workshop, institute, presentation, drill, etc.), in order to learn skills (methods, knowledge or procedures).

072 Learns agency programs while on tour with agency representative, asking related questions, in order to develop understanding of program.

073 Attends regularly scheduled workshop ("feedback") with colleagues, discussing events of the day, problems or interaction with particular consumers, in order to develop knowledge of program operations and individual consumers.

074 Teaches target group specific subject matter, using handout material or visual aids, informing individuals of program-related concerns, in order to provide specific information to group.

075 Studies professional literature (reports, policy manuals, training materials, etc.) in order to improve professional knowledge.

076 Grades trainee test papers in order to provide input for assessing training and teaching methods.

077 Evaluates results of training session (quiz, verbal feedback, or video tape) in order to determine the effectiveness and future direction of program.

078 Tutors individual trainee (employee) in job related skills (or procedures), helping same with assignment when indicated, in order to instruct same in job related functions (on job training).

079 Discusses job expectations with new employee, diagnosing training needs, in order to plan individualized training program.

080 Advises staff member(s) of in-service training program in order to schedule same for training.

0602 Exchanging Knowledge and Advice With Colleagues

081 Consults service system colleague (usually superior or consultant) regarding case situation, informing same of case details, in order to solicit direction (instruction) in dealing with case situation.

082 Reviews case(s) with colleague (usually subordinate and often line worker), clarifying and evaluating case situation, recommending methods, in order to instruct same in dealing with case situations.

083 Consults with colleague (often subordinate) regarding professional knowledge, technique or skill, in order to instruct same in particular (or appropriate) method.

06 CONSULTING (cont.)

084 Reviews case(s) with subordinate in order to teach related skills.

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07 REHABILITIATING

0701 Providing Behavior Treatment (therapy) To Dysfunctioning Consumers

085 Conducts (participates in) group meeting (house meeting, ward meeting, peer court, etc.) using knowledge of group techniques, solving immediate problems, in order to improve functioning of residential community (or improve individual behavior).

086 Counsels consumers in group therapy session, using motivation or remotivation techniques, in order to develop coordination, motion, and/or socialization skills.

087 Counsels consumers in group therapy session, using knowledge of group processes and group rehabilitative methods, in order to develop individual behavioral functioning.

088 Counsels consumer (and/or members of family constellation), using recognized intervention methods and operational knowledge of particular agencies, advising same of consequences when appropriate, in order to improve social functioning and/or reconcile relations (casework).

089 Counsels consumer, using appropriate intervention technique(s), in order to alleviate (control) attitudinal behavior problem(s).

090 Counsels with consumer(s) (including marital partners), using appropriate intervention techniques, in order to develop emotional/behavioral functioning.

091 Provides reward for consumer group (treat, praise, gain time, etc.) in order to reinforce positive behavior.

092 Manages token economy program for consumer group in order to provide behavior training.

093 Orders consumer to alternate area in order to control unacceptable behavior.

094 Counsels (interacts with) consumer(s), using specific techniques when appropriate, in order to provide program of stimulation (or support).

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08 CARE GIVING

0801 Regulating Consumer Activities

095 Inspects group of consumers (and quarters), reporting results according to SOP, in order to determine (or record) presence (and/or condition) of consumers.

08 CARE GIVING (cont.)

096 Reports status of area (or consumers) to control room (or switchboard) personnel according to SOP, in order to maintain security.

097 Patrols (checks) specific area, being available to assist consumers with problems, settling disturbances and inappropriate activity, in order to maintain control (and help consumers).

098 Patrols specified area, checking property, locks, doors, and windows, keeping fire watch, in order to maintain order (and guard well-being of consumers).

099 Secures/unsecures (locks/unlocks) area, office or equipment, checking that lights are off, in order to control access.

100 Inspects consumer area, (room, dorm, etc.) for order and cleanliness, checking for contraband, in order to determine any deficiencies (discover contraband).

101 Receives consumers to facility (area), according to SOP, in order to admit new or transferred residents (consumers).

102 Observes (scans) area or consumers, in order to correct unauthorized or inappropriate activity.

103 Observes consumers at mealtime, maintaining order in order to assure consumers are fed.

104 Observes (scrutinizes) consumer(s) (and/or area), talking with same when indicated, in order to discover disorders (discomfort, illness, injury, specific behavior or medical developments, etc.)

105 Checks consumers in (out) of facility (or assigned area), recording movement in log, issuing passes when necessary, in order to regulate the activity of consumers (and account for all).

106 Checks (authorizes) consumers' packages (or vehicles) in (out), examining same for contraband, opening and closing gates when necessary, in order to maintain security.

0802 Providing Medical Assistance and Physical/Medical Treatment For Consumers

107 Waits upon (assists) professional medical practitioner in attending to needs of consumers in order to promote efficiency and consumer care.

108 Tests specimen (blood, urine, etc.) according to SOP, in order to diagnose presence of disease.

109 Issues medicine to consumers according to SOP, observing to see that medicine is taken, in order to provide consumers with medical dosage as prescribed.

110 Treats (dresses) lesions (rash, cuts, "pressure areas", etc.), according to prescription, in order to implement treatment program.

08 CARE GIVING (cont.)

111 Turns consumer in bed in order to prevent sores.

112 Provides elimination treatment (enema) to consumer in order to remove impaction.

113 Tube-feeds consumer(s), according to SOP, in order to provide nourishment.

114 Collects urine samples from consumers in order to test samples for content or disease.

115 Cleans tracheotomy tubes, removing and replacing tubes as required, in order to help consumer(s) breathe.

116 Assists consumer having seizure in order to provide protection during attack.

0803 Providing Daily Living Care For Consumers

117 Prepares meal for serving (received from centralized kitchen), supervising consumer helpers, checking supply of food, setting up tables, serving food, in order to provide nourishment for small number of consumers.

118 Serves meal (or fluids) to consumer(s) who cannot feed self, helping same eat (or feeding them), in order to provide nourishment.

119 Serves meals (or refreshments or snacks) to consumer(s), seeing that all consumers receive and eat food, in order to provide nourishment.

120 Changes diapers (or clothing) of soiled consumers, bathing consumers as required, checking for soiled consumers in bed, chairs, or hall in order to promote hygiene (and personal comfort).

121 Changes bed linens when soiled, checking for soiled beds, in order to promote hygiene (and personal comfort).

122 Brushes (or helps consumers brush) teeth, providing and caring for essential supplies, preparing brushes, in order to promote oral hygiene.

123 Bathes consumer(s) (or assist(s) or supervises consumer in bathing), using bath slab, shower, tub or other equipment, according to SOP, undressing, dressing and grooming as necessary in order to promote body hygiene (and comfort).

124 Showers group of consumers, assisting individuals as required, in order to promote body hygiene.

125 Cuts consumer's fingernails in order to prevent injury to self or others (or for personal grooming).

126 Dresses consumer(s), grooming same, (or assist(s) them in dressing and grooming), in order to be ready for daily activities.

08 CARE GIVING (cont.)

127 Prepares bath area (soap, towels, shampoo, clothing, etc.) in order to supply necessary items.

128 Shaves consumer(s) (or assists or supervises same while shaving faces, underarms, legs, etc.) in order to groom consumers (promote hygiene).

129 Shampoos consumer(s) hair in order to promote hygiene (groom consumers).

130 Leads consumers to bed at appropriate time in order to meet bed schedule.

131 Wakes consumers at appropriate time, encouraging or assisting same to dress, etc., for daily activities, in order to regulate morning routine.

132 Routes (directs) consumer(s) to specific location, according to schedule or SOP, in order to follow schedule (for meal, treatment, etc.).

133 Escorts (accompanies) consumer(s) to meal (or snack), assuring that everyone receives food, in order to nourish consumers.

134 Escorts (accompanies) consumer(s) to (and/or from) clinic (or therapy) in order to provide therapy (medical, dental, psychological, physical, etc.)

135 Escorts (accompanies) consumer(s) to structured recreational activity (movie, dance, games, etc.), insuring safety and proper behavior, in order to provide socialization (and/or recreation).

136 Escorts (accompanies) consumer(s) on unstructured recreational activity (refreshments, walk, play in sunshine, playground, etc.), insuring proper safety supervision and security, in order to provide exercise (and/or leisure time activity).

137 Escorts consumer(s) to (and/or from) scheduled activity, assignment or station, assuring proper safety and security, in order to carry (direct) same to (and/or from) program or other activities (or to transfer same to other quarters according to treatment plan).

138 Transports (accompanies) consumer(s), requiring special safety and security precautions, using automobile (or bus), in order to carry same to (and/or from) activities (or treatment) according to treatment plan.

139 Provides leisure activity (games, party, T.V., conversation, etc.) for consumers in order to promote socialization (or awareness).

140 Participates with consumer(s) in activity (discussion or recreation) in order to establish rapport and/or exercise consumers.

141 Assists non-ambulatory (or semi-ambulatory) consumer(s) in toileting, cleaning those who missed, in order to relieve consumer.

142 Assists consumer from bed to chair (or wheelchair, mat, etc.), (or vice versa) in order to prevent sores (and/or facilitate individual care).

143 Regulates supply of personal items (cigarettes, clothing, money, comfort items, etc.) to consumers in order to promote effective use of leisure time (cleanliness, etc.).

08 CARE GIVING (cont.)

144 Writes (reads) letter to/for consumer in order to promote contact with family, friends, etc.

145 Assists consumers in placing (or receiving) phone calls to (and/or from) relatives in order to promote communication (or contact).

146 Purchases refreshments (or sundry items) for consumers from canteen (or market) in order to provide same with comfort items (or snacks).

147 Supervises consumers doing routine household chores (making beds, cleaning, personal laundry, mending, etc.) in order to promote independence in daily living.

148 Restrains consumer (by confinement, device, or bodily) releasing same when appropriate, in order to prevent injury to self or others (or insure security or discipline same).

149 Oversees (supervises, consumer work detail in order to enforce specified work standards.

09 CLIENT PROGRAMMING

0901 Collecting And Recording Consumer Information

150 Discusses results of referral with consumer (or service representative) in order to determine outcome (follow-up).

151 Interviews applicant (or consumer), using application completed by consumer (or file information), discussing basic eligibility factors, answering questions when asked, completing paperwork required by SOP, computing budgets when indicated, in order to determine initial (or continued) eligibility (frequently foodstamps).

152 Interviews consumer and/or parent, using available records (or information), assessing service needs, in order to make intake disposition according to SOP (report, recommendation, etc.)

153 Questions (interviews) consumer regarding status of particular aspect of case (school sttendance, employment, transportation, address, etc.), using telephone or personal visit, in order to determine current need (or status, or update case information).

154 Interviews (talks with) consumer(s), collecting information about their adjustment, using telephone or personal visit, in order to determine progress.

155 Investigates breech of service plan (for aberrant behavior or complaint), discussing situation with consumers' relations or collaterals, in order to determine facts.

156 Interviews consumer, gathering background information, in order to compile social history (or summary or comprehensive study).

09 CLIENT PROGRAMMING (cont.)

157 Interviews consumer, determining appropriateness of agency specific service for individual, in order to screen individuals in/out (and appropriately process those cases accepted).

158 Searches for consumer, contacting collaterals, using telephone or field visits, in order to discover whereabouts (or address) of consumer.

159 Interviews consumer under treatment of disease, establishing contacts, in order to elicit names of suspected cases.

160 Interrogates consumer(s), in order to determine nature of specific problems (or rule infractions).

161 Measures consumer's bio-medical characteristics (blood pressure, temperature, height, etc.), noting according to SOP, in order to record consumer information for reference by other staff (or monitor consumer's condition).

162 Completes standard medical reporting form during discussion with consumer in order to provide medical summary.

163 Measures consumer's bio-medical characteristics (blood pressure, temperature, pulse, respiration, height, weight, vision, etc.), recording results according to SOP, in order to summarize consumer's condition.

164 Observes consumers (usually medicare/medicaid patients in nursing homes) as part of review team in order to reevaluate need for care.

165 Observes consumer(s) in order to assess behavior traits (or other characteristics).

166 Discusses case with relation of consumer, collecting specific information, in order to monitor case status for case planning purposes.

167 Records (logs or charts) events (or behavioral information) according to SOP in order to provide an ongoing account of consumer behavior (or incidents, or accidents) affecting service program (of individuals).

168 Records (charts) consumer related information, usually medical (medications received, temperature, physical condition, etc.), in order to post (or plot) information for appraisal.

169 Records (dictates) individual case information (daily observationals, case narratives, etc.), updating case files (notebook), providing case status information (opened, closed, transferred, etc.) in order to provide record of services.

170 Collects consumer specific information from service system colleague in order to receive information necessary to service planning (monitoring, verifying, or service provision).

171 Discusses consumer situation with service system colleague (sometimes state office or legislative official) in order to exchange information useful in service planning or service provision.

09 CLIENT PROGRAMMING (cont.)

172 Reports consumer specific information (verbally or in written report) to service system colleague (judges included) in order to provide information for service planning (or service provision, or case action).

0902 Planning And Authorizing Consumer Services

173 Confers with colleagues in staffing (team, court unit, or committee) meeting, providing and/or receiving information as required for understanding, in order to reach consensual decision regarding disposition of specific cases (staffing).

174 Composes case plan according to SOP (using planning form, prescriptive program form, etc.), in order to implement services (or treatment) for consumer.

175 Drafts (dictates) consumer reports (progress, discipline, incident), using case records and knowledge of case situation, recommending plans when indicated, in order to compile written information for service planning.

176 Counsels consumer (and/or relative) regarding release alternatives in order to develop discharge plan.

177 Interviews (discusses) personal situation with consumers (or relations), examining situation (including medical or financial requirements, scope of agency services, alternate living arrangements, etc.), in order to formulate a suitable plan with consumer.

178 Discusses (explains) overpayment with consumer, requesting information when needed, using personal visit, telephone, or written correspondence in order to plan repayment.

179 Discusses case situation with relative, using personal visit, written correspondence, or telephone, planning alternate care for consumer (foster home, return to home, home visit, respite care, hospitalization, etc.), in order to arrange suitable (or appropriate) environment.

180 Discusses case with consumer and relation in order to plan services (or decide a course of action).

181 Reviews case with consumer, evaluating present status (or progress), discussing situation when appropriate, in order to recommend continued (or appropriate) treatment.

182 Discusses community (internal/external) activity with consumer group, using knowledge of treatment program, in order to assist consumers in planning.

183 Reviews case records (or consumer reports or information), evaluating information, in order to develop (or change) treatment plans.

184 Conducts disciplinary hearings with consumer and other staff, reaching decision on individual cases, in order to plan corrective (or punitive) actions.

09 CLIENT PROGRAMMING (cont.)

185 Develops treatment plan (episode), occasionally with colleague, in order to plan therapy group meeting.

186 Plans therapeutic activity for consumer group, occasionally with colleague, in order to meet treatment objectives.

187 Confers with service system colleague(s) on specific case(s), or specific client group, corresponding when appropriate, reaching mutual agreement on details of services (case actions) and individual responsibilities in order to coordinate (or implement) services.

0903 Evaluating And Processing Consumer Information

188 Develops case history, summarizing contents, in order to ready file information for transfer or review.

189 Reviews case file (or consumer records) in order to become familiar with case (or monitor case).

190 Reviews case file (or consumer records) becoming familiar with case, in order to prepare for consumer contact (or case conference or answer correspondence).

191 Administers objective diagnostic tests (psychological, dexterity, visual, hearing, behavioral, etc.) to consumers in order to provide information for consumer evaluation.

192 Evaluates diagnostic test results in order to provide information for consumer programming.

193 Evaluates home (foster, natural, etc.) in order to license/approve (relicense or disapprove) home.

194 Authorizes services (by issuing ID cards, signing off, writing orders, etc.), using personal authority according to SOP, in order to effect the receipt of particular services (or treatment) to a consumer.

195 Evaluates written (or personal) referrals received from service system colleagues (or citizens), clarifying basic information, using knowledge of programs, in order to accept referral and initiate service action according to SOP (or advise referee of alternate resources).

196 Grades written work of trainee (consumer) in order to assess consumer ability (or progress).

197 Administers appropriate tests to trainees in order to assess ability or progress.

198 Receives (collects) consumer information from consumers regarding basic eligibility factors in order to adjust benefits.

199 Composes individual overpayment reports, according to SOP, in order to provide information for determining appropriate corrective actions.

09 CLIENT PROGRAMMING (cont.)

200 Reviews case information (or service requests), analyzing necessary information, in order to determine eligibility (or extent of eligibility).

201 Reviews case files (or consumer records) upon request or need of service system colleague, in order to provide relevant information.

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10 SYSTEMS RESEARCHING

1001 Collecting, Organizing And Reporting Operational Information

202 Screens case file(s) (or consumer records) relative to specific information, in order to determine individual status (or compile list of consumers with certain characteristics).

203 Collects population reports from facility locations in order to prepare census report.

204 Collects status information (condition of building, contents of building, or other information) in order to record information for periodic report.

205 Collects (records) operational information, using standard form, or using standardized methods (work sample, time study, etc.), in order to provide data for reimbursement, analysis, etc.

206 Registers (or "posts") information of consumers receiving specific service, according to SOP, in order to record data for periodic report.

207 Administers screening instrument to consumer as directed by research section in order to test instrument for feasibility.

208 Surveys specific population (e.g., Judges) in order to determine opinions.

209 Records number and whereabouts of institutionalized service consumers and significant events on standard reporting form, according to SOP, in order to account for all consumers (and record significant events) for reference.

210 Lists individual services provided on standard reporting form (or recapitulation report) according to SOP in order to provide record of services provided.

211 Lists work (or service) activities, using standard reporting form, in order to provide input for administrative decision making (or record).

212 Drafts periodic operational report, according to SOP, compiling information when necessary, in order to summarize data (or information) for administrative decision making (or provide record).

213 Drafts operational report, compiling information when necessary, in order to develop special report (data or narrative).

10 SYSTEMS RESEARCHING (cont.)

214 Completes questionnaire, relative to organizational concerns, in order to provide operational information for analysis.

215 Analyzes data (statistical/descriptive) in order to summarize findings for planning purposes.

216 Computes statistical information, using appropriate (usually standardized) methods, in order to describe characteristics or infer relationships.

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11 ADMINISTRATING

1101 Coordinating Administrative Matters

217 Discusses meeting (appointment) time with service system colleague in order to schedule conference or inform same of prearranged meeting.

218 Confers with service system colleague(s) (or lay individual) in person or by telephone, assigning or assuming responsibility for agenda items (or other details) when indicated, in order to plan upcoming meeting.

219 Formulates presentation (or agenda), analyzing relevant information in order to develop presentation (or agenda) for upcoming meeting.

220 Conducts meeting of colleagues in order to determine specific administrative action (or exchange administrative information).

221 Attends intra-departmental meeting (usually regularly scheduled) of specific colleague group (supervisors, team, staff, task force, program heads, etc.), discussing operating procedures, policies, administrative problems and directions, reporting/receiving, exchanging information, clarifying issues, in order to coordinate, inform, plan, explain, or decide.

222 Discusses administrative matters with colleague(s), reviewing relevant issues with colleague(s), discussing operating procedures, policies, administrative problems, etc., reporting relevant information, clarifying issues, in order to inform, coordinate, plan or decide.

223 Meets with service system colleague(s), clarifying related roles, systems, and/or procedures, in order to develop coordinated, complementary relationship.

224 Discusses provider problems (billing payments, agreements, etc.) with vendor, coordinating individual agreements, in order to manage accounts.

225 Negotiates contract with vendor in order to arrange specific service program.

226 Discusses foster home inspection with agency representative (fire, health, etc.) in order to coordinate needed documentation of minimum standards.

11 ADMINISTRATING (cont.)

227 Promotes inter-organizational coordination among colleagues (during meeting, conferences, etc.), in order to discover direction or plan of other organizations.

228 Discusses donations with donor in order to arrange reception of goods (or services).

229 Advises colleague(s) (usually subordinate), clarifying assignments, roles, policies or methods, in order to promote individual/group effectiveness.

230 Investigates (or interviews) foster home applicants, evaluating suitability of home (parents), in order to recommend licensing (relicensing) of home.

231 Discusses (systems or procedural) changes regarding program with colleague, defining the problem, in order to plan change strategy.

232 Attends scheduled inter-organizational meeting of specific work group (usually focused on a particular problem or service need), discussing, clarifying, exchanging information, in order to coordinate, plan or decide a course of action.

233 Receives (listens to, accepts written reports) shift report from colleague according to SOP, in order to receive information of events (details) of previous shift.

234 Reviews log (or report), checking account against present status (hall, medicine, etc.) according to SOP, in order to update personal knowledge of institutional events (and/or verify status.)

235 Reviews log (or record) in order to learn history of facility activity.

236 Reports events/details of previous shift to oncoming employee(s), according to SOP (verbal, written, assembly, etc.), in order to inform personnel.

237 Discusses program activities with colleague (usually superior), in order to inform same of administrative events (status).

238 Explains program specific information to service system colleague(s) in order to interpret agency's functions.

239 Reports meeting (or conference) attended to service system colleague(s) using personal meeting, or written report or memo, in order to inform others of substance.

240 Reviews procedure (or policy or law) with colleague, answering questions when asked, in order to inform colleague in new or established routine or nature of policy.

241 Interprets language for colleague in order to assist same.

242 Requests (receives) clarification of specific operational information from service system colleague in order to discover the nature of particular service (or policy or procedure).

11 ADMINISTRATING (cont.)

243 Confers with colleague (usually superior), receiving help or instruction, in order to learn methods, procedures, policies, assignments, etc.

1102 Planning Administrative Activities

244 Plans in-service training lessons, developing training materials and/or lesson plans, in order to determine training strategy.

245 Plans training program (or package), occasionally with service system colleagues, (designing curriculum, scheduling instructional periods, etc.) in order to develop training program.

246 Arranges facility tour for individual(s) upon request in order to plan visitation.

247 Plans details of new service program (occasionally with others) in order to develop program proposal (or expansion).

248 Drafts policy, objective, or procedural statements (occasionally with others) in order to provide/develop SOP.

249 Arranges personal work schedule (day, week, etc.) or materials in order to plan efficient use of time.

250 Examines incoming paperwork (mail, assignments, letters, operations letters, memos, etc.), setting priorities, acting as necessary, in order to respond appropriately.

251 Assembles needed work (paraphenalia) in order to prepare self for duties.

252 Advises administrator/colleague about details of grant application in order to supply technical assistance.

253 Plans PR episode (news releases, speaking engagement, etc.) in order to inform public (or group) of services.

254 Edits (develops) newsletter (compiling copy, coordinating duplication, distribution, etc.) in order to publish informative periodical.

1103 Managing The Personnel Process

255 Provides knowledge of open career service positions to eligible employee(s) in order to inform same of promotional opportunity.

256 Drafts/dictates letter to job applicant, explaining employment procedure, in order to explain agency personnel needs.

257 Informs job applicant (or personnel offices) of application or promotional decision in order to advise same of decision.

258 Studies completed job application(s), using knowledge of vacant position requirements, in order to screen applicants.

11 ADMINISTRATING (cont.)

259 Discusses qualification of applicant for vacant position(s) with service system colleagues, evaluating qualifications, in order to screen individual for employment or promotion.

260 Interviews job applicant (or committee applicant), using knowledge of position requirements, in order to select appropriate individual.

261 Answers questions posed by administrator relative to personal qualifications for vacant position in order to explain qualifications.

262 Discusses employee transfer(s) with colleague (usually not transferee) in order to plan transition.

263 Discusses staffing needs with colleague, providing documentation when necessary in order to solicit staffing change.

264 Arranges time or dates (termination, transfer, sick leave, annual leave, retirement, etc.) with employee in order to plan transition.

265 Requests authorization for employee activity (leave of absence, overtime, etc.) from appropriate staff, according to SOP, in order to manage staff.

266 Drafts/dictates employee report according to SOP in order to record work deficiency.

267 Drafts appointment paperwork according to SOP in order to appoint a new employee.

268 Signs employee vouchers (leave, travel, attendance, etc.) in order to settle employee account.

269 Records employee information (annual leave, sick leave, training, compensatory time, etc.) in employee records in order to report employee activity.

270 Records employee attendance or sick time of employees (or consumers), on standard reporting forms in order to procure accurate pay (record hours worked or determine leave balances).

271 Calculates employee information (annual leave, sick leave, compensatory time, etc.), in order to summarize employee status for records, reports, etc.

272 Schedules employee (or working consumer) working hours, informing employees according to SOP, in order to arrange adequate staffing pattern.

273 Examines employee time sheet (record), recording absences when appropriate, in order to determine any deficiency in staff coverage.

274 Signs duty log, according to SOP, in order to record presence (or absence).

275 Deploys/assigns employees (or working consumers) to duty stations in order to regulate adequate staffing pattern.

276 Studies personnel record (or work performance) of employee in order to evaluate employee.

11 ADMINISTRATING (cont.)

277 Rates employee performance, using performance rating form, dictating narrative when necessary, in order to report worker growth (deficiency).

278 Discusses work performance with employee (usually during periodic evaluation) in order to promote understanding of work expectations.

279 Meets with supervisor in order to review periodic performance evaluation.

280 Signs performance evaluation, writing appropriate comments when necessary, in order to indicate degree of agreement with evaluation.

281 Reviews employee evaluations with superior (or personnel manager) in order to determine compliance with established policy.

282 Reviews employee performance evaluations in order to approve evaluations.

283 Discusses grievance (or personnel problem) with employee(s), determining solutions to said problems, in order to resolve issue.

284 Discusses status of current personnel problem (employee absence, employee termination, union activity, morale, performance, etc.) with colleague(s), in order to determine appropriate action.

285 Discusses discordant staff relationships with employee(s) in order to resolve internal problems.

286 Discusses inappropriate (or inadequate) job behavior with employee, indicating corrective measures when appropriate, in order to inform employee of unsatisfactory behavior.

287 Counsels employee with personal problem (upset, family problems, etc.) in order to restore job functioning.

1104 Managing And Monitoring Operational Procedures

288 Drafts/dictates routine letters (or memos) in order to respond to correspondence as necessary (to consumers as well as colleagues).

289 Drafts/dictates letters in order to acknowledge contributions or donations.

290 Drafts/dictates letter (or memo) to colleague in order to request specific action (or information).

291 Drafts letter (or memo or notice), regarding specific administrative matter (administrative request, appointment confirmation, PR, new resources, etc.) in order to advise service system colleagues of necessary information.

292 Proofreads personally drafted case-related paperwork (reports, forms, etc.) in order to prepare same for submission.

293 Signs routine paperwork (letters, reports, authorizations, etc.) reviewing materials as necessary, in order to supply required signature (or approve, or recognize materials).

11 ADMINISTRATING (cont.)

294 Reviews meeting minutes, correcting and signing same, in order to approve minutes.

295 Delegates assignments to subordinates appropriately (indicating priority work) in order to distribute work, incoming paperwork (cases, mail, etc.)

296 Meets with (telephones) subordinate employee(s), coordinating work, in order to delegate (assign) individual responsibilities.

297 Reviews case records in order to assign cases to unit staff or for follow-up.

298 Drafts/dictates memo to subordinate in order to direct specific administrative action.

299 Reviews budget in order to determine financial status.

300 Reviews grant proposal regarding legality/impact/implications in order to recommend approval/disapproval.

301 Meets with colleague, discussing specific details of ongoing physical plant operations (leasing, space utilization, equipment, lawn renovations, food purchasing, security, etc.) in order to plan effective utilization of non-personnel resources.

302 Plans physical plant development (from justification through construction, renovation) in order to effect change.

303 Signs purchase orders, completing and routing orders as necessary, in order to authorize expenditures.

304 Monitors facility activity from central location (receiving/log phone calls, headcounts, etc.) in order to control facility.

305 Oversees work of subordinate(s) in order to enforce high work standards.

306 Checks all security posts (or personnel), while on walking tour of facility, in order to assure that all posts (stations) are covered.

307 Inspects facility (buildings, vehicles, grounds, sanitation, etc.), assessing cleanliness and order, in order to determine deficiencies for follow-up.

308 Evaluates status of ongoing program (or support) activities while on "walking tour" of facility, in order to determine deficiencies for appropriate follow-up.

309* Reviews workers case records assignments (or reports) in order to monitor quality of work (and/or completeness of materials).

310 Reviews unit paperwork (including mail), both incoming and outgoing, initialling as necessary, in order to monitor quality and quantity of paperwork.

11 ADMINISTRATING (cont.)

311 Inspects guard dogs in order to discover ill health.

312 Oversees employees cleaning of guard dogs in order to provide hygienic care for dogs.

313 Manages familial visitations at facility according to SOP in order to regulate flow of consumer visitors.

314 Writes (evaluates) service payment vouchers (bills, authorizations) in order to authorize/deny payment (or plan).

1105 Carrying Out Support Activities

315 Receives (distributes, "puts up") supplies (groceries, cleaning items, etc.) in order to manage tangibles.

316 Purchases supplies (party, picnic, office supplies, etc.) from town, using personal transportation, in order to provide necessary items.

317 Estimates value of donated goods in order to ascertain value of donated items.

318 Receives donated articles, routing same to appropriate locations, in order to furnish residents with supplementary goods.

319 Checks weapons (or instruments, e.g. "sharps", keys) in (out) to authorized employees (or consumers), maintaining count with known total, in order to regulate potentially dangerous articles.

320 Transcribes doctors' prescriptions from patient records to tabular form in order to summarize prescriptions for medications aides.

321 Supplies (makes ready) prescribed medications, according to SOP, in order to provide authorized medications for distribution.

322 Carries medications order to pharmacy (or drug storage area) in order to receive prescribed medications for distribution.

323 Counts drug supply according to SOP in order to account for medications.

324 Lists deficient drug supplies, according to SOP, in order to request supplies.

325 Records distribution of medications in order to provide information on drug stock.

326 Supplies materials to consumers in work programs in order to provide production resources.

327 Transports items (clothing, prescription, paperwork, supplies, warrants, etc.) between providers and consumers, or between providers, using personal vehicle as mode of transportation, in order to expedite the processing of materials.

11 ADMINISTRATING (cont.)

328 Repairs items (from strip, window, light bulb, refrigerator, etc.) in order to restore functioning.

329 Orders supplies (via telephone, writing requisitions) in order to obtain goods.

330 Sorts (counts) soiled clothing (or linens), separating same that requires mending, bagging as required, in order to exchange (or resupply) stock of clean laundry.

331 Washes (dries, or folds) laundry (linens, diapers or clothing) in order to replenish stock of clean changes.

332 Cleans (sweeps, scrubs, mops, dusts, waxes) facilities (including equipment, walls, windows, spillage, appliances, fixtures) disposing of trash as necessary, in order to provide hygienic environment.

333 Sanitizes (makes ready) medical equipment (tubes, scrub sinks, instruments, etc.), according to SOP, in order to prepare clinic laboratory, or items for use.

334 Collects (dispenses, withdraws or deposits) money in order to settle accounts.

335 Transcribes written material in order to provide appropriate format (not typing).

336 Pulls case record from file, arranging contents as necessary, in order to provide needed information.

337 Files case records (or materials) in sequence in order to organize records for reference.

338 Duplicates paperwork (xerox, ditto, etc.) in order to prepare copies.

339 Receives telephone inquiries as receptionist or switchboard operator, transferring calls, taking messages, making routine appointments according to SOP, answering routine questions, in order to manage initial contact.

340 Transports items (paperwork, file, forms, supplies, donations, etc.), picking up or delivering, walking as the mode of transportation, in order to expedite the processing (or supply) of tangibles.

341 Relays mail to and from Post Office, collecting and distributing mail to and from stations as required, in order to effect mail delivery.

342 Determines distribution of incoming mail (packages), opening, stamping, sorting and/or logging according to SOP, in order to route mail.

343 Types proof copy from original source, proofing work, in order to supply master.

344 Prepares identification cards or badges for consumers or staff, taking photographs, laminating cards, and/or completing name tags, in order to supply necessary identification.

11 ADMINISTRATING (cont.)

345 Routes individual consumer through clinic (or hearing), according to SOP, easing consumer's anxiety as necessary, in order to promote efficient operations.

346 Drafts minutes of meeting in order to provide record of events.

347 Transcribes mileage of motor pool vehicles, using daily report form, in order to record daily mileage.

348 Drafts orders for money from accounts, according to SOP, in order to manage consumer accounts.

349 Sells meal tickets in order to provide coupon for meal redemption.

350 Sorts items (books, papers, etc.) in order to organize materials.

351 Posts (logs) routine administrative information (names, telephone numbers, providers, etc.) in order to provide record (or index).

352 Records personal travel, using standard reporting form, in order to summarize items for reimbursement.

353 Inventories supplies (groceries, household, etc.) in order to account for goods.

354 Reviews computer printout data, marking errors, in order to initiate corrections according to SOP.

355 Edits computer input/output data in order to correct illegal entries.

356 Counts money in order to provide sum.

357 Posts financial ledger entries in order to record expenditures.

358 Verifies expenditures in order to balance accounts.

APPENDIX E

FIVE FUNCTIONS AND ELEVEN ROLES OF HUMAN SERVICE WORK

1. LINKAGE

Helping potential consumers attain appropriate human services. The primary objective of linkage is a confluence between the consumer and an appropriate source of help for the problems indicated. Linkage may take the form of simple communication via advertising or a formal information and referral source; enabling people to utilize human service resources by helping them negotiate the system; or advocating the rights of the potential consumer who is being denied service.

A. BROKERING

The major thrust of brokering is facilitating the actual physical connection between the individual or individuals with a problem and services which have the potential for resolving or reducing the problem. It is the ability to help the potential consumer of services to finesse the service delivery system which may be relatively unaccommodating at times. Some manipulation may be involved in preparing the potential consumer and/or the potential provider for a positive contact. The relationship assumes a standard procedure or a negotiable situation and may include some discussing or bargaining to reach agreement.

B. CLIENT (CONSUMER) ADVOCATING

The major thrust of client advocating is the successful linking of a rejected consumer with appropriate services. The "client advocate" literally stands in the place of a consumer to bring about a change in the stance of the rejecting organization in favor of the person involved. This is a confronting relationship; and usually, a formal appeal based on legal or human rights is presented to accountable authorities.

2. MOBILIZATION

Working to fill the gaps within the service delivery system by developing or creating resources, i.e. programs, services, organizations. The primary objective of mobilization is the adaption of services to meet current needs. Mobilization includes humanizing services for existing consumers; bringing services to potential consumer groups or classes by changing inequitable or discriminatory practices, regulations, policies, and/or laws; or creating new human service resources, services or programs.

A. ACTIVATING

The major thrust of activating is the development of new human service resources to meet changing social needs. Activating may involve working to define and communicate specific community needs to providing the catalyst for the formation of self-help fellowships. Definition of problem, motivation of interest groups, and consensus of opinion which lead to organized solutions of community problems are objectives of the activator.

B. SYSTEMS ADVOCATING

The major thrust of systems advocacy is changing or adjusting the framework of the service delivery system to accommodate individuals who would otherwise be rejected or denied. Systems advocating may involve making a case or proposal, rebuttal is expected, and preconceived change in practices, rules, regulations, policies or laws is the desired outcome. Prevention and treatment as well as rehabilitative measures are the turf of systems advocating.

3. COUNSELING

Short term coaching, counseling, teaching, consulting in a problem focused framework. The primary objectives are to convey and impart information or knowledge and develop various kinds of skills either to the individual or group. Counseling includes both direct service and consultive activities.

A. COUNSELING

The major thrust of counseling is to teach, counsel, coach or support consumers in a short-term problem-focused situation. The counselor/counselee relationship is usually therapeutic in nature and improved understanding, improved skill, or increased skill levels is expected. A consensus concerning the problem and desired outcome in these situations is usually agreed upon in the initial stages of contact. Although contact is usually initiated by the counselee, it is not uncommon for the counselor to initiate the contact.

B. CONSULTING

The major thrust of consulting is in the colleague or organizational setting. Consulting may involve case conferences to receive or supply relevant information, or consultation may be utilized as an instructive technique. Usually, problems regarding knowledge deficiencies are determined or expressed, and the consultant offers instruction, discussion or alternatives which the consultee(s) is free to accept or reject; however, it is not unusual for consultants to reach into the communal domain of the consultee to offer new or previously unused information, material or methods.

4. TREATMENT

Longer term, disability focused support, therapy or control on an ongoing basis. The primary objectives are increased status of functioning or humane care. Treatment includes consideration for physically, mentally or socially handicapped individuals.

A. REHABILITATING

The major thrust of rehabilitating is to provide extended disability-focused therapy to dysfunctioning human service consumers. Rehabilitation may involve a variety of therapeutic methodologies. The objectives of rehabilitation are increasing functional levels, and the goal of treatment is independence and the expectation of continued independence.

B. CARE GIVING

The major thrust of care giving is to extend maintenance and/or control to handicapped or maladapted individuals. Care giving involves a consideration for the consumers which will, at the very least, do the individual no physical or emotional harm. These physically, mentally and/or socially deprived persons are usually controlled or maintained with a reasonable expectation of therapeutic episodes or treatment developments being implemented to decrease their dependency.

5. ADMINISTRATION

The collection of data and the processing of the information leading to decision making or monitoring at either the consumer or system levels. The primary objective is data generated as the foundation for reasonable decisions. Administration includes information management for both monitoring and planning purposes.

A. CLIENT (CONSUMER) PROGRAMMING

The major thrust is to plan for client services. Client programming involves data collecting and processing for the purpose of making decisions regarding case disposition. It ranges from simple case data gathering and individual program planning to follow-up.

B. SYSTEMS RESEARCHING

The major thrust is to collect and process data relevant to particular areas of programmatical or organizational concern. Systems researching involves research for the purpose of making decisions and taking action. It ranges from gathering information and preparing statistical reports of program activity to program evaluation and sophisticated research.

C. ADMINISTRATING

The major thrust is decision making at all organizational levels and in all organizational contexts. Administrating involves decisions concerning program management, personnel supervision, budgeting, fiscal operations, and facilities management. Also, policy development, program implementation and organizational decision making are involved in the administrating context.

APPENDIX F

SAMPLE PAQ WORKER TASK PROFILES

A. SAMPLE TASK PROFILE FOR A DIRECT SERVICE WORKER IN THE DIVISION OF YOUTH SERVICES

TASK I.D. # AND TASK DESCRIPTION	% of Time Spent Performing Task
006 Discusses problem situation (emotional, medical, administrative, etc.) with present or potential service consumer, during office visit or conversation (phone or casual), using knowledge of service resources, advising consumers of availability of resources in order to refer same (usually verbally) to appropriate resource.	.8 %
008 Discusses case situation with service representative (initiating the linkage of a consumer with an appropriate resource) in order to arrange an appointment for services.	1 %
012 Transports consumer to specific destination(s) using public or private vehicle in order to link consumer with service or treatment resource.	3 %
024 Counsels/talks with consumer(s) or relative, preventing undesirable behavior when necessary, in order to motivate same toward acceptable (responsible) behavior. (Aspects of social control, i.e. family planning runaway prevention, etc.)	2 %
025 Informs consumer of the results of medically related tests or problems, explaining implications, in order to discuss (explore) indicated follow-up.	2 %
026 Talks with consumer (or relation), exploring problems, answering questions when necessary, in order to calm same (allay fears, release anxiety, reassure, support).	2 %
028 Discusses aspect of administration of treatment (or treatment plan or program) with consumer (and/or relation) informing, clarifying, briefing, debriefing or answering questions in order to promote understanding (or allay fears).	5 %
040 Explains rules (or program or agreement) to consumer(s) (often new), answering questions when asked, in order to orient (or reorient) same to a particular program.	2 %

088 Counsels consumer (and/or members of family constellation), using recognized intervention methods and operational knowledge of particular agencies, advising same of consequences when appropriate, in order to improve social functioning and/or reconcile relations (casework). 10 %

153 Questions (interviews) consumer regarding status of particular aspect of case (school attendance, employment, transportation, address, etc.), using telephone or personal visit, in order to determine current need (or status, or update case information). 2 %

155 Investigates breech of service plan (for aberrant behavior or complaint), discussing situation with consumers' relations or collaterals, in order to determine facts. 6 %

156 Interviews consumer, gathering background information, in order to compile social history (or summary or comprehensive study). 14 %

166 Discusses case with relation of consumer, collecting specific information, in order to monitor case status for case planning purposes. 5 %

170 Collects consumer specific information from service system colleague in order to receive information necessary to service planning (monitoring, verifying, or service provision). 7 %

171 Discusses consumer situation with service system colleague (sometimes state office or legislative official) in order to exchange information useful in service planning or service provision. 6 %

172 Reports consumer specific information (verbally or in written report) to service system colleague (judges included) in order to provide information for service planning (or service provision, or case action). 2 %

173 Confers with colleagues in staffing (team, court unit, or committee) meeting, providing and/or receiving information as required for understanding, in order to reach consensual decision regarding disposition of specific cases (staffing). 2 %

175 Drafts (dictates) consumer reports (progress, discipline, incident), using case records and knowledge of case situation, recommending plans when indicated, in order to compile written information for service planning. 13 %

179 Discusses case situation with relative, using personal visit, written correspondence, or telephone, planning alternate care for consumer (foster home, return to home, home visit, respite care, hospitalization, etc.), in order to arrange

APPENDIX F (continued)

suitable (or appropriate) environment. 2 %

181 Reviews case with consumer, evaluating present status (or progress), discussing situation when appropriate, in order to recommend continued (or appropriate) treatment. 6 %

183 Reviews case records (or consumer reports or information), evaluating information, in order to develop (or change) treatment plans. 1 %

187 Confers with service system colleague(s) on specific case(s), or specific client group, corresponding when appropriate, reaching mutual agreement on details of services (case actions) and individual responsibilities in order to coordinate (or implement) services. 4 %

194 Authorizes services (by issuing ID cards, signing off, writing orders, etc.), using personal authority according to SOP, in order to effect the receipt of particular services (or treatment) to a consumer. 3 %

202 Screens case file(s) (or consumer records) relative to specific information, in order to determine individual status (or compile list of consumers with certain characteristics). 1 %

222 Discusses administrative matters with colleague(s), reviewing relevant issues with colleague(s), discussing operating procedures, policies, administrative problems, etc., reporting relevant information, clarifying issues, in order to inform, coordinate, plan or decide. 1 %

352 Records personal travel, using standard reporting form, in order to summarize items for reimbursement. .5 %

B. SAMPLE TASK PROFILE FOR A SUPERVISOR IN THE DIVISION OF FAMILY SERVICES

082 Reviews case(s) with colleague (usually subordinate and often line worker), clarifying and evaluating case situation, recommending methods, in order to instruct same in dealing with case situations. 13 %

084 Reviews case(s) with subordinate in order to teach related skills. 4 %

171 Discusses consumer situation with service system colleague (sometimes state office or legislative official) in order to exchange information useful in service planning or service provision. 2 %

APPENDIX F (continued)

220 Conducts meeting of colleagues in order to determine specific administrative action (or exchange administrative information).	5 %
224 Discusses provider problems (billing payments, agreements, etc.) with vendor, coordinating individual agreements, in order to manage accounts.	8 %
244 Plans in-service training lessons, developing training materials and/or lesson plans, in order to determine training strategy.	8 %
271 Calculates employee information (annual leave, sick leave, compensatory time, etc.), in order to summarize employee status for records, reports, etc.	32 %
290 Drafts/dictates letter (or memo) to colleague in order to request specific action (or information).	3 %
295 Delegates assignments to subordinates appropriately (indicating priority work) in order to distribute work, incoming paperwork (cases, mail, etc.).	6 %
309 Reviews workers case records assignments (or reports) in order to monitor quality of work (and/or completeness of materials).	4 %
310 Reviews unit paperwork (including mail), both incoming and outgoing, initialling as necessary, in order to monitor quality and quantity of paperwork.	7 %
327 Transports items (clothing, prescription, paperwork, supplies, warrants, etc.) between providers and consumers, or between providers, using personal vehicle as mode of transportation, in order to expedite the processing of materials.	5 %
329 Orders supplies (via telephone, writing requisitions) in order to obtain goods.	2 %

C. SAMPLE TASK PROFILE FOR A LINE ADMINISTRATOR IN THE DIVISION OF RETARDATION

025 Informs consumer of the results of medically related tests or problems, explaining implications, in order to discuss (explore) indicated follow-up.	1 %
067 Explains program(s) to visitors while on tour, in order to orient visitors to agency.	1 %
071 Attends training session (class, workshop, institute, presentation, drill, etc.), in order to learn skills (methods, knowledge or procedures).	29 %

082 Reviews case(s) with colleague (usually subordinate and often line worker), clarifying and evaluating case situation, recommending methods, in order to instruct same in dealing with case situations. 4 %

158 Searches for consumer, contacting collaterals, using telephone or field visits, in order to discover whereabouts (or address) of consumer. 3 %

170 Collects consumer specific information from service system colleague in order to receive information necessary to service planning (monitoring, verifying, or service provision). 2 %

171 Discusses consumer situation with service system colleague (sometimes state office or legislative official) in order to exchange information useful in service planning or service provision. 1 %

173 Confers with colleagues in staffing (team, court unit, or committee) meeting, providing and/or receiving information as required for understanding, in order to reach consensual decision regarding disposition of specific cases (staffing). 31 %

187 Confers with service system colleague(s) on specific case(s), or specific client group, corresponding when appropriate, reaching mutual agreement on details of services (case actions) and individual responsibilities in order to coordinate (or implement) services. 11 %

195 Evaluates written (or personal) referrals received from service system colleagues (or citizens), clarifying basic information, using knowledge of programs, in order to accept referral and initiate service action according to SOP (or advise referee of alternate resources). 1 %

212 Drafts periodic operational report, according to SOP, compiling information when necessary, in order to summarize data (or information) for administrative decision making (or provide record). 3 %

214 Completes questionnaire, relative to organizational concerns, in order to provide operational information for analysis. 1 %

220 Conducts meeting of colleagues in order to determine specific administrative action (or exchange administrative information). 1 %

APPENDIX E (continued)

221 Attends intra-departmental meeting (usually regularly scheduled) of specific colleague group (supervisors, team, staff, task force, program heads, etc.), discussing operating procedures, policies, administrative problems and directions, reporting/receiving, exchanging information, clarifying issues, in order to coordinate, inform, plan, explain, or decide. 1 %

222 Discusses administrative matters with colleague(s), reviewing relevant issues with colleague(s), discussing operating procedures, policies, administrative problems, etc., reporting relevant information, clarifying issues, in order to inform, coordinate, plan or decide. 4 %

242 Requests (receives) clarification of specific operational information from service system colleague in order to discover the nature of particular service (or policy or procedure). 1 %

APPENDIX G

STATEWIDE CAREER PLANNING IN A HUMAN SERVICE INDUSTRY

COLLABORATIVE PLANNING IN HIGHER EDUCATION AND HUMAN SERVICES, MONOGRAPH SERIES NO. 1

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APPENDIX I

CONTENT OUTLINE FOR THE HUMAN SERVICE SUPERVISOR: A BASIC TRAINING MANUAL

UNIT I: THE SUPERVISOR AND THE ORGANIZATION

Chapter 1: The Supervisor: Between Line Worker and Management
This chapter introduces the supervisor as the first line of management control and the labor force's link to administration. Half labor, half management, the supervisor is the protector of workers' rights and the overseer of production. The concept of the "supervisory bind" is considered.

Chapter 2: The Supervisor as Consultant
This chapter defines the supervisor's role as consultant to unit members. The phases of consultation and the problems of separating consultation duties from supervisory authority and other supervisory roles and responsibilities are also discussed.

Chapter 3: Management By Objectives: Concept and Practice
This chapter serves to introduce the concept of MBO, both as a management concept and a methodology. Use of MBO is discussed in terms of the major administrative areas of planning, organizing, staffing, directing and controlling.

UNIT II: ARRANGING AND RELATING WORK

Chapter 1: Task and Job Design
This chapter considers the task as the basic unit of work. Basic concepts of task analysis are related to analyzing work. The uses of task analysis are discussed in deriving personnel qualifications, levels of training, differential levels of staff, job enlargement, job rotation and job enrichment.

Chapter 2: Human Service Case Management
This chapter discusses case assessment, case assignment, case planning, and case review as the supervisor is concerned. Case conferences, peer group supervision, and team staffing are considered as alternatives to traditional review and work assignment approaches.

Chapter 3: Work and Special Project Management
PERT and GANTT charting are illustrated. Charting is presented as a useful management technique for coordinating and controlling special projects. Goal-oriented social services and MBO concepts are related to charting techniques.

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Chapter 4: Coordination Through Communication
Written, verbal and non-verbal communications are considered. The place of formal and informal communications in the organization is examined. Cultural differences are discussed as frequent obstacles to communication/coordination.

Chapter 5: Supervisory Practice and Motivation
Personality influence and supervisory style are considered as they effect the management process. The supervisory practices of management, evaluation and education are discussed. Motivational factors, leadership styles, and human needs concepts are introduced.

UNIT III: PERFORMANCE STANDARDS, INDIVIDUAL PERFORMANCE, AND EMPLOYEE DIFFERENCES

Chapter 1: Developing and Using Performance Standards
This chapter explores supervisory power which relates to authority, mediation, hiring, firing, promotion, knowledge and influence. Standards with regard to work objectives and individual responsibility are central to this chapter.

Chapter 2: Performance Appraisal
This chapter covers the purpose and problems of the appraisal process, clearly stating the expected results in organizational and employee terms. The major methods of evaluation are reviewed on a step-by-step basis.

Chapter 3: Discipline, Employee Rights, Grievances
This chapter is concerned with the supervisor's responsibility to maintain compliance with rules and regulation and how this can be effectively accomplished without exacerbating the situation. This is set in the context of understanding the employee's rights, including the right to a redress of grievances.

Chapter 4: Recognizing and Utilizing Differences in Staff
This chapter deals with cultural and personality differences in staff. How those differences can be used to advantage, strategies for dealing with conflict and resolving differences are major topics.

Chapter 5: Delegating Work to Human Service Workers
This chapter provides an overview of delegation from both the supervisor's and the employee's points of view. Principles of delegation are discussed relative to the reluctance of supervisors to delegate and the frequent reluctance of subordinates to accept delegated responsibilities. Timing, authority, and accountability are central topics of the chapter.

Chapter 6: Using Management Information Systems
This chapter discusses the sources and uses of management information from the perspective of the supervisor. Formalized

MIS sources are considered as well as other sources of readily obtainable data that can be utilized.

UNIT IV: TRAINING FOR RESULTS

Chapter 1: Analyzing and Assessing Training Needs
Assessing individual worker and group training needs is the central topic of the chapter. Linking worker needs with organizational goals and objectives, and the critical phases of staff development are discussed.

Chapter 2: Worker Orientation
This chapter discusses the basic purposes of orientation: communicating information regarding the organization and an understanding of the job functions and responsibilities. The supervisor is assisted in identifying the functional and adaptive skills necessary for competent worker performance.

Chapter 3: Policy Articulation: Training Staff to Keep Their Knowledge Base Current
This chapter emphasizes the dynamic nature of the human service agency and the central role the supervisor plays in its adaption to everchanging policies and procedures. A model for successful implementation of change is also presented.

Chapter 4: Development of Staff and Training Design
This chapter explores the adult learning process and the steps in the process of providing training, from defining appropriate content to evaluating the results.